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ABSTRACT

This manual provides specific and practical suggestions for the development of heterogeneous classes and individualized instruction in the More Effective Schools Program. The following major topics are covered in a number of short sections: 1) school organization, from prekindergarten through grade six; 2) the roles of the principal, assistant principal, administrative assistant, secretarial staff, classroom teacher, cluster teacher, educational assistant, teacher aide, and other teaching positions, and the changing roles of the teacher and supervisor; 3) the organization of heterogeneous classes, including the physical arrangement of the classroom and detailed suggestions for the use of time and materials; 4) ways to understand children and to start them on an individualized program; 5) evaluation of pupil progress; and 6) methods of maintaining discipline in the classroom and encouraging communication with parents and the community. A final section lists ten basic tenets for the heterogeneous classroom, and an appendix includes parents' views on the More Effective Schools program, the special functions of parents' associations, ways of assessing the classroom program, and a brief bibliography. (MBM)

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The More Effective Schools Program

A STAFF MANUAL

Prepared by
The Office of the More Effective Schools Program
Hortense P. Jones, *Director*

September, 1971

SP005306

"There are too many children in our community who are growing up without the basic skills necessary for future success as citizens. We believe that these children properly challenged and given the means for growth and learning, can make unprecedented academic and social progress. To meet this challenge, a new design for education must be created."

" . . . when teachers are given the needed tools, services and conditions to do a professional job, most teachers respond positively, enthusiastically, and with a deep sense of personal commitment. At the same time, children also respond to the new school created by such educational improvements in a manner making learning possible and satisfying."

"Successful education is essential to successful integration."

From the introduction to the

JOINT PLANNING COMMITTEE
REPORT ON
MORE EFFECTIVE SCHOOLS,
May, 1964

INTRODUCTORY STATEMENT

By the Editors

This manual has been written to help each MES staff member, the parents, and interested community leaders to understand the basic philosophy and guidelines of the MES program, and to suggest some specific methods of implementing these guidelines in the spirit of the aims set forth in the MES program.

The MES program is the product of many minds: representatives of the United Federation of Teachers, the Council of School Supervisors, the Board of Education and many other interested groups, as well as individual educators and community leaders. The program was first implemented in ten selected schools beginning September 1964. Eleven more schools were added in the fall of 1965. Seven additional elementary schools became part of the MES program beginning with the 1970 school year. Overall direction and guidance are given by the More Effective Schools Office.

We are hopeful that this manual may prove of value to MES staff members and to all others interested in effective education.

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STATEMENT BY THE ASSISTANT SUPERINTENDENT

Among the major commitments of the More Effective Schools Program has been the advancement of learning for each child facilitated through a program which helps each teacher review her classroom activities individually and as a member of a team. Additionally, evaluators have recommended additional staff development programs.

To work toward these goals, plans were made for a series of workshops during the summer of 1970. In the Spring, staff and parents of More Effective Schools, representatives of community organizations and colleges, and members of the central staff joined in "brainstorming sessions" on several Saturdays to plan the workshops.

During the summer two sets of workshops were attended by parents, aides, teachers and supervisors from schools newly designated MES, as well as representatives from schools with experience in the program. Many ideas, both creative and practical, were generated by this interaction of minds and personalities.

This current manual focuses on some of the highlights of these workshops. Beginning in Chapter 1 with a brief description of the MES guidelines as they are currently being implemented, the manual provides a forum by which the ideas of participants may be shared with all those striving to implement the concepts of heterogeneous grouping, clustered classes, and individualized instruction.

It is our hope that seeing these ideas in print, putting them into practice, modifying them for her own classroom and generating further ideas, each teacher will provide a climate in which every child can learn.

Assistant Superintendent
Theresa G. Rakow
Office of Elementary Schools



Statement by the Director

The MES Program, from its beginnings, was, and still is, a cooperative venture. Many have contributed to its conception, formulation, and implementation. The Joint Planning Committee, which formulated the MES design accepted by the Board of Education (1964), had representation from the Office of the Superintendent, the United Federation of Teachers, and the Council of School Supervisors. After the adoption of the MES Plan, cooperation continued through the City Wide MES Advisory Council consisting of representatives of the City Wide MES Parents Association, the United Federation of Teachers, and the City Wide MES Supervisors Association. These representatives meet as peers, each concerned with finding realistic solutions to the many problems stemming from efforts to implement the basic guidelines of the MES program. This cooperation is still continuing and is making possible the growing effectiveness of the MES program.

I must take this opportunity to express my special appreciation to the classroom teachers who, through their school UFT chapters and through their organization, the United Federation of Teachers, have been the mainstay of the MES program. There would not and could not be effective implementation of this program without their continued understanding, concern, commitment, and cooperation. While MES staffs work as a team, and each member in the team plays an important part, the "educational quarterback" is the classroom teacher. There can be no education without these dedicated professionals.

Hortense P. Jones, Director
The New York City
More Effective Schools Program

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BASIC GUIDELINES

*" . . . to free the teacher from the crushing
burden of feeling that everything that children
learn in class they must learn from him"*

John Holt

The More Effective School was designed to provide:

Commitment to all children in recognition of each child's worth and needs.

Organization that presents an optimum learning environment, with heterogeneous classes to reflect our society, where children are not labelled early in life as slow, stupid, smart; where each child is viewed individually; where consideration is given to various talents, style and pace of learning, and levels of achievement.

People who view their roles in new ways in relating to growth of children, themselves, parents, and community.

Evaluation—continuous and continuing to stimulate academic success and teacher growth in service.

While this manual does not seek to be a "cookbook," strategies are suggested to the teacher in the classroom. They serve as guides and are not prescriptive.

Philosophically the program espouses freedom for children to become independent learners and freedom for teachers to provide the teaching-learning structure and environment.

GUIDELINES

ORGANIZATION OF SCHOOL

Class Size (Maximum)

Prekindergarten — 15

Kindergarten — 20

Grades 1-6 — 22

45-minute preparation period will be provided daily for each teacher.

Prekindergarten

Where space permits, classes will be organized on 6-hour basis with two teachers to each class.

All other classes will be organized on $3\frac{1}{2}$ hour basis with three teachers to every 2 classes. Thus the 2 teacher ratio will be maintained. (8:40-12:10—11:30-3:00). All teachers will have lunch with the class in the classroom and thus capitalize on the educational experiences this period provides. In addition, teachers have a 50-minute duty-free lunch period.

Kindergarten

Where space permits classes will be organized on a 6 hour basis with one teacher to each class.

All other classes will be organized on a $3\frac{1}{2}$ hour basis with 2 teachers in each room. Thus the $1\frac{1}{2}$ teacher ratio will be maintained.

Where classes are organized on a 6 hour basis, all teachers will have lunch with the class in the classroom and thus enjoy the educational experiences this period provides. In addition, teachers will have a 50 minute duty free lunch period.

Grades 1-6

Four teachers will be assigned for every 3 classes. The teachers work as a team. Coverage for preparation periods will be arranged by the team so that continuity of instruction will be maintained with a team member.

The unique strengths of each teacher will be utilized in the cluster to provide optimum participation by all.

Cluster Meetings

Cluster meetings are held each week. Chairmanship should rotate. Minutes of meetings are kept so that each person is aware of major decisions arrived at in these meetings. The assistant principal assigned to the grade is an advisor. The teachers are encouraged to develop working guidelines and evaluation procedures and to discuss individual as well as group progress. These sessions are teacher sessions in which the assistant principal serves as a resource.

PUPIL AND CURRICULUM

The home class should be small and adequately supported. It serves as the primary source for children with a wide range of needs and abilities.

Children are encouraged to develop independent skills. Regrouping within the class group is essential so that individual needs may be met more adequately in all curriculum areas.

The cluster teacher provides coverage for preparation time and also assists the class teacher in teaching skills.

Classes should be organized heterogeneously. Rooms should be attractively arranged and reflect a respect for the basic curriculum areas. New and innovative equipment should be evident:

- Urban Kit Materials
- Language Resource Materials
- Textbooks and supplies
- Audio-Visual Materials

Small group and individual instruction should be in evidence. Children are to be encouraged to participate fully in classroom activities. Language development should be emphasized at all times in every curriculum area, oral as well as written.

Adequate provisions must be made for the atypical child. Special programs for enrichment and continued academic development must be provided for the high academic achiever.

Special programs must be provided for children with emotional needs that cannot be met in the regular small class.

Special attention must be focused on the curriculum and on the content of educational experiences in these small classes to be certain that the individual needs of children are being met.

Special Placement

At the end of the second grade, special placement of a child should involve consideration not only of the child's academic achievement but also of his social, emotional, and physical maturation. In light of individual needs, special placement may be arranged. In all cases of special placement, the parents of the child should be involved in and understand the reasons for the decision.

Acceleration

Pupils, at the end of the second grades, achieving at or above grade 4 academic level and possessing physical, emotional and social maturity may be accelerated to grade four.

Closed Junior Guidance

Classes are formed to meet the needs of socially and emotionally disturbed children. The classes are organized with a balance of passive and assertive children to allow for effective functioning.

Classes are closed-end, with a register of 8 to 12 pupils. Three teachers are assigned to every two classes.

Full supportive guidance and other necessary services must be available.

Open Guidance

Classes should be prepared to absorb children at any time during the school year while proper placement for these children is being determined.

Some children may be returned to regular classes after adjustment to a temporarily disturbing situation. A new class may be formed to accommodate a maximum register of eight as soon as a register is closed.

Full supportive services must be available.

Bridge Class

Pupils who lag in achievement (perhaps because of excessive mobility or other factors that have prevented sustained attention to studies) but who show sufficient capacity to succeed in the third grade, if placed in a small group and given much individual help, may be placed in a "bridge class" with a register of 15 or fewer pupils. The children may be returned to a regular class during the year upon the recommendation of the team consisting of teachers, supervisors, and guidance personnel.

Retention

Pupils showing lack of ability to progress adequately and exhibiting social immaturity, upon the recommendation of the team consisting of teachers, counselor, supervisor, clinician, may be retained for another year within the Early Childhood Program.

EVALUATION

Children's academic needs in all curriculum areas should be diagnosed regularly.

Adequate programs should be planned to meet needs as evidenced through diagnosis.

Programs must be evaluated.

Evaluation procedures and results should be understood by parent, teacher and child.

COMMUNITY RELATIONS

The plan for MES must reflect the urgent and continued needs of the community and must depend upon extensive community cooperation.

Within the school, integrative practices must prevail in pupil classification, class organization, staff recruitment and staff assignments.

The school curriculum must be constantly revised to reflect realistically the features of urban life and the contribution of various ethnic groups to our common culture.

The leadership and staff of the MES, in cooperation with appropriate city agencies and community groups, should develop a public relations program to establish a positive image, promote community involvement and identification, publicize the school program and elicit public support for MES.

The school should be utilized as a center for coordination of neighborhood improvement programs.

The school should encourage the development of an active



Parents Association, which should be provided with school facilities.

Both written and oral methods of reporting to parents must be improved so that pupil progress is clearly understood. Appropriate school machinery should be devised to deal promptly with parent grievances.

Programs such as parent workshops are to be cooperatively developed.

Guidance personnel, the community relations teacher, bi-lingual teacher and other resource people are to meet with individual parents.

Time and space must be provided for teachers' meetings with individual parents.

A system for recognition of superior pupil achievement, pupil growth and pupil activities should be established.

School social workers and guidance counselors should work with parents associations and other community groups to develop ways and means of mitigating the harsh effects of poverty and discrimination. This group should also concern itself with such problems as housing and job opportunities. There should be individual evaluations of pupil admissions and discharges so that a more complete profile of the pupil may be available to the staff.

ROLES

"The functions of leadership are to help sift priorities, have a vision of what could be, prepare for pain and sacrifice, and give expression to hope."

John Gardner
(Paraphrased)

Roles

PRINCIPAL

To fulfill the overall responsibility for implementing the MES program, the principal is expected to organize the school according to MES guidelines for heterogeneity, small groups, individual activity and instruction, etc. He makes certain that the supervisory staff understands the MES guidelines and the separate roles of all personnel.

The principal:

- Serves as a resource person for his supervisory staff.
- Holds regular cabinet meetings with the supervisory staff.
- Creates an atmosphere where there is freedom for experimentation and evaluation.
- Holds regular staff meetings, not for administrative purpose, but rather to encourage professional growth and the exchange of ideas and practices.
- Apprises the staff of all resources available to them.
- Provides opportunity for intervisitation and intravisitation.
- Develops a tolerance for the hum of purposeful activity.
- Makes sure that there is teacher involvement in the selection of materials and supplies.
- Helps staff evaluate materials in terms of small group and individual instruction.
- Makes frequent informal visits to provide suggestions and guidance.
- Promotes warm rapport with the community and makes himself available to the community as a resource person.
- Provides space in school for a parents' room, where possible, or suggests outside space for such purpose.
- Helps interpret new teaching techniques and procedures to the community.
- Encourages parent workshops and classroom visits by parents.
- Gives the custodial staff the opportunity to understand the MES program.

- Is directly responsible to the community superintendent.
- Uses consultant resources of MES for interpretation and clarification of the MES guidelines.
- Avails himself of the MES staff for training all school personnel in implementing the unique features of an MES program.
- Submits all necessary data to help secure fullest support for the program.
- Attends monthly Advisory Council meetings.

ASSISTANT PRINCIPAL

The primary function of the assistant principal is teacher training. In the exercise of this function, the assistant principal is expected to:

- Understand and accept the MES philosophy and guidelines.
- Orient teachers to MES philosophy and guidelines.
- Help teachers organize physical aspects of room for small group and individual learning situations.
- Develop a relationship with teachers which allows free exchange of ideas in deformatizing the classroom.
- Be a resource person for the cluster.
- Encourage cooperation, team work and sharing within the cluster group.
- Encourage experimentation and innovation.
- Develop guidelines for evaluation.
- Demonstrate, and participate in classroom activities.
- Evaluate ones own performance in terms of teacher progress in meeting needs of children.
- Maintain awareness of the academic, social, and physical needs of children in the grade.
- Help teachers formulate systems for observing, recording and planning for pupil growth both academically and socially.
- Evaluate plans with teachers.
- Display an understanding attitude toward busy hum.
- Familiarize teachers with the new materials.

- Develop systems by which teachers order, exhibit, display, distribute and use materials.
- Supply curriculum guides.
- Attend cabinet meetings and make constructive suggestions for articulation among grades.
- Maintain an open door policy for consultation with parents.
- Hold workshops with parents for the purpose of interpreting school programs and curriculum.

Teacher Assigned as ADMINISTRATIVE ASSISTANT

The role of the teacher assigned as administrative assistant is to:

- Supervise school aides.
- Help school aides develop, implement, and evaluate guidelines for lunch, yard and other duty assignments.
- Channel all requests for custodial help.
- Supervise all milk and lunchroom records and collections.
- Supervise bank collections.
- Assure accuracy of all records related to monies in school.
- Coordinate schedules of bus, O.T.P.'s, etc., submitted by the assistant principals in the grades.
- Coordinate schedules related to routes and stations for fire drills; arrivals and dismissals, A.M. and P.M.; to and from lunch room; released time.
- Coordinate all supply and book orders submitted by assistant principals.
- Supervise unpacking, storing and distribution of all school supplies, books, and Board of Education syllabi.
- Keep accurate records related to supplies.
- Order, check, and distribute to appropriate assistant principal the materials for testing programs.
- Collect and forward the tests to the appropriate centers for scoring.
- Serve as a member of the principal's cabinet.

MEMBERS OF THE SECRETARIAL STAFF

The secretary is usually the first person to meet visiting members of the community and other visitors to the school. She is expected to:

- Greet and welcome all individuals who come to the office.
- Receive all incoming calls with courtesy and patience.
- Become knowledgeable regarding school and community resources.
- Refer visitors to appropriate resources.
- Give no personal information over the phone, such as home addresses, phone numbers, employment data.
- Keep a record of incoming calls and messages.
- Work under the direct supervision of the principal or his designee and accept assignments as channeled through them.
- Be up to date on all organizational data.
- Establish a system for filing.
- Meet with teachers to explain pupil accounting procedures and school forms (absence forms, health forms, order forms, etc.).
- Make necessary phone calls to solve payroll problems.
- Keep an up-to-date roster of staff members, addresses and telephone numbers.
- Keep teacher files up to date.
- Prepare cumulative record folder for each new admission.
- Keep pupils' office records up to date.
- Make home contact calls for children who become ill.
- Receive children sent to office with courtesy and patience.

CLASSROOM TEACHER

In her crucial role in the program, it is essential for the classroom teacher to:

- Understand and accept the More Effective School philosophy and guidelines.
- Aim to develop independence and autonomy on the children's part in all areas of the program.

- Organize the classroom for small group and individual instruction.
- Provide materials and activities appropriate to varying needs and abilities.
- Accept with full understanding the busy hum that is part of an individualized program.
- Survey the health and social needs of children.
- Evaluate children's growth periodically in all academic areas.
- Learn about and utilize all resources available for consultation in the school.
- Be guided by New York City Board of Education curriculum bulletins.
- Participate in the ordering of supplies and materials.
- Help to determine guidelines for evaluation of materials.
- Develop plans that reflect the full range of children's needs and abilities.
- Experiment with techniques and materials within the MES framework.
- Recognize and accept the concept that the teacher is part of a teaching team.
- Obtain the active involvement of all adults in the room with individual or small group learning situations.
- Accept a rotating chairmanship in the cluster planning session.
- Share knowledge and skills with colleagues.
- Communicate with O.T.P.'s so that the child's learning is correlated.
- Keep parents aware of children's progress and needs.
- Encourage and invite parents' visits.
- Plan for some parent involvement and participation.

Teacher Assigned as CLUSTER TEACHER

As part of the teaching team, the teacher assigned as cluster teacher should:

- Plan with other teachers in cluster.
- Share responsibility for teaching, testing, rating, recording, and

escorting children in the cluster.

- Help to individualize instruction in each class in a cluster.
- Co-teach remedial and enrichment groups as needs arise.
- Continue instructional routines with children when the classroom teacher takes preparation time.
- Be available in the absence of the classroom teacher.
- Escort class of absent teacher and remain until substitute arrives.
- Orient substitute to routine and schedule of the day.
- Help supervise cluster classes during emergency drills.
- Help the substitute with dismissals for lunch and at 3 p.m.
- Share in diagnosing children's growth needs.
- Share in evaluation of children's progress.
- Help in the sharing of resource material among the teachers.
- Confer with classroom teacher and supervisor before making home contact.

EDUCATIONAL ASSISTANT

In her work under the supervision of the classroom teacher, the educational assistant may do any of the following:

- Assist the teacher in large group activities.
- Work with small groups or individuals under the direction of the teacher.
- Contribute to enrichment of the program by using her own special talents and abilities.
- Participate in planning.
- Greet and assist children upon arrival and prepare them for dismissal.
- Escort children to bus, office, toilet, playground, etc.
- Alert teacher to special needs of individual children.
- Serve as a source of affection and comfort for all children.
- Translate and interpret foreign language where she can.
- Encourage and assist non-English speaking children.
- Assist with snack and lunch program for her class.
- Help to utilize the lunch program as an educational experience.
- Serve as home-school liaison.

- Check, store, and inventory classroom supplies and materials.
- Assist with housekeeping chores.
- Prepare instructional materials.
- Help with record-keeping.
- Arrange for field trips.

TEACHER AIDE

To function with full effectiveness, the teacher aide may do any of the following:

- Give assistance to the pre-kindergarten teacher in all activities in the classroom.
- Work under the guidance and direction of the teachers.
- Assist at snacks and lunch.
- Assist on trips and walks and in outdoor play.
- Escort children to toilet where such facilities are not located in the classroom.
- Help, at the suggestion of the teacher, with individual or small groups of children.
- Assist teachers in arranging supplies and materials.
- Make materials and games. Make minor repairs of puzzles, etc.
- Wash, repair and make doll clothes.
- Help care for bulletin boards.
- Assist teacher in the setting up of parents' workshops.
- Provide "baby-sitting" services for siblings during pre-kindergarten parent workshops held during working hours.
- Work from 8:30 A.M. to 3:30 P.M.
- Have one hour for lunch but may not take it at the beginning or end of the day or during the children's lunch time. Within the school day, her hours may be adjusted.

Other Teaching Positions (O. T. P.'s)

The service of O.T.P.'s—music, art, science, math, language resource, speech, etc.—has been provided to bring the unique

skills of specialists into the classroom. The O.T.P.'s provide coverage for cluster meetings. As they share their skills, they:

- May be invited to participate in cluster meetings.
- Plan together with the assistant principals on how they can enrich the total school with special programs and emphasis.
- Plan together to integrate their efforts.
- Work with the classroom teacher to implement the open classroom.
- Help the teachers set up and utilize learning centers.
- Introduce special materials and advise on ordering of materials.
- Guide teachers in the use of such materials.
- Encourage and plan for children with special talent.
- Seek ways to stimulate the reluctant learner.
- Meet with parents and community groups. Hold workshops.
- Involve parents in special activities wherever feasible.
- Be aware of wishes of the community.
- Consider how the contributions of these specialists can best be clarified for the community.

Teacher Assigned as AUDIO-VISUAL TEACHER

In this specialized role, the teacher assigned as audio-visual teacher is relied upon to:

- Teach specially prepared lessons using audio-visual media with large or small groups.
- Teach uses and operations of all audio-visual media, to pupil squads, teachers, parents, and aides or assistants.
- Offer consultative services to teachers, specialists and supervisors on curriculum development.
- Assist teachers in setting up learning centers with equipment.
- Provide classroom demonstrations of media utilization.
- Keep teachers informed of available materials.
- Assist teacher in arranging for visits to special after-school performances of the performing arts.
- Prepare flat picture collections.

- Prepare tape recordings.
- Prepare 2" x 2" slide tests and filmstrips.
- Prepare large transparencies for the overhead projector.
- Prepare 8 mm. single concept films.
- Prepare coordinated materials, such as slide and tape combinations.
- Prepare bulletin boards, exhibits and displays.
- Organize facilities for the audio-visual program, including space, local production, storage, repair and maintenance.
- Organize and catalogue for the distribution of equipment and materials.
- Keep continuous inventory control of all equipment and materials.
- Keep records of repairs and maintenance.
- Help organize programs for communicating the MES idea to the community.
- Organize special programs using multi-media approaches.
- Organize and coordinate the use of the central sound system in the auditorium.
- Arrange for in-school presentations by performing arts groups.

Teacher Assigned as HEALTH COUNSELOR

As specialist in the health area, the teacher assigned as counselor will be counted on to:

- Act as resource consultant on matters pertaining to health status of children.
- Be the liaison between teachers, principals, and community health services.
- Represent the school at district health conferences.
- Cooperate with parent groups on health matters involving children.
- Confer with individual parents when necessary.
- Aid in developing a directory of health agencies and health personnel available to school.

- Organize special health programs, exhibits, and assembly programs.
- Conduct in-service training for school personnel on vision screening test, use of audiometer, and other instruments.
- Confer with members of other services on matters of health of children.
- Assist in preparation and distribution of school health bulletins.
- Order and distribute first aid supplies and materials.
- Review all health cards to determine health status of children.
- Interview individual children when necessary.
- Organize index file for routine follow-up of children having remediable defects.
- Consult with proper personnel on all remediable defects.
- Check with nurse to see that children with special health problems are under routine observation and supervision.
- Escort groups of children to treatment clinic when parents are unable to do so.
- Coordinate a safety squad.
- Investigate frequent absence for illness.
- Give first aid to children who become ill or are injured.
- Notify supervisor when emergency arises.
- Assist teachers in conduct of school health inventory.
- Advise teachers on recommendations made by treatment agencies.
- Distribute health survey forms.
- Coordinate Employee Blood Credit Program.
- Share and provide illustrative materials and films for health teaching.
- Advise teachers on classroom adjustments as needed.

Teacher Assigned as INDUSTRIAL ARTS TEACHER

In his special capacity, the teacher assigned as industrial arts teacher will be called upon to:

- Aid the teacher in implementing the elementary school curriculum through industrial arts media.

- Help teacher correlate industrial arts with other areas.
- Plan projects best suited to the individual needs of the children.
- Have regular conferences with classroom teachers.
- Work in individual classrooms as well as with individual children in the Industrial Arts Room.

Teacher Assigned as HEALTH EDUCATION TEACHER

The teacher assigned as health education teacher is expected to:

- Teach physical activities to the classes.
- Assist teachers and the health counselor in the total health education program.
- Assist in ordering, storing, distributing and recording inventory of health-education supplies.
- Develop a program of culminating activities, such as intramural athletics, field days, dance festivals, etc.

LIBRARY TEACHER

The role of the teacher of library in the MES program is to:

- Extend the use of library skills.
- Introduce new books and story telling.
- Develop the background for creative expression.
- Share knowledge of children's literature and related information with all school personnel and with parents.
- Work with teachers on the selection of books to meet circulation needs in all curriculum areas.
- Maintain appropriate library records.
- Organize placement of books and materials for most effective use.
- Maintain professional library for teachers' use.
- Provide for home-school circulation of books.

GUIDANCE TEAM

The guidance team is composed of the guidance counselors, school psychologist, social worker, school psychiatrist, principal and teacher. The team offers services for all the children, helping specifically when educational, personality or behavior problems become apparent in the classroom. The program depends upon the team to:

- Screen pupils with special needs (identifying gifted, talented, under-achieving and potentially maladjusted children, and those in need of testing for CRMD classes).
- Help develop referral procedures.
- Make referrals to agencies and special services.
- Give individual counseling to children with special needs.
- Do group guidance, conduct demonstrations, assemblies and similar activities.
- Consult with teachers and interpret data.
- Maintain guidance reference materials for staff.
- Help teachers analyze their classroom performance as it affects children.
- Hold case conferences.
- Hold parent workshops.
- Cooperate and confer with other bureaus and pupil personnel services.

Teacher Assigned as COMMUNITY RELATIONS TEACHER

This teacher is the coordinator of the Community Service Team. In her performance of this duty she is expected to:

- Attend regular Parent-Teacher Association meetings.
- Help plan Parent-Teacher Association meetings.
- Assist with publications of Parent-Teacher Association bulletins.
- Assist with Parent-Teacher Association membership drives.
- Attend liaison meetings with principals and other supervisors.
- Coordinate the school parent workshop program.
- Develop Saturday and after-school cultural activities programs.

- Assist at book fairs, cake sales, etc.
- Enlist parent volunteers for class trips, kindergarten registrations, library service, etc.
- Assist parents with individual school problems.
- Refer parents to appropriate school authorities.
- Make home visits on referral from principal.
- Alert parents to opportunities for adult education.
- Help make contacts with school social worker for city agencies (Department of Welfare, Housing, etc.).
- Attend and participate in meetings of community organizations.
- Participate in community fairs, art shows, etc.
- Prepare survey of community resources and personnel for the school.
- Enlist the support of local merchants.
- Coordinate the summer camp placement with social worker.
- Prepare news releases.
- Form Community Relations Committee of parents, professional staff, and neighborhood associations (School-Community Committee).
- Meet periodically with the principal.
- Meet regularly with Community Service Team.
- Assist in the observation of special days and events.
- Arrange for discussion groups on voluntary basis.
- Develop a photo-file related to curriculum areas.
- Help to develop class projects and/or lesson plans stressing multi-ethnic background of pupils.
- Confer with teachers.
- Help plan for orientation of teachers to the community.
- Acquaint parents and the community with MES Guidelines.

ATTENDANCE TEACHER

When there is an attendance teacher as a member of the Community Service Team, he is expected to:

- Be sensitive to social and emotional needs of the children.
- Plan for prevention of absence.
- Make home visits.

- Report needs of families to appropriate agencies.
- Work with the guidance team.
- Alert teachers to children's difficulties which come to his attention.
- Help parents understand compulsory attendance laws.
- Consult with pupil, parent, and pedagogical staff.
- Orient teachers and school secretaries to his procedures and methods.
- Review roll books and follow up on absentees.
- Determine factors affecting general school attendance.
- Heighten attendance consciousness.
- Prepare special programs.

BILINGUAL TEACHER IN SCHOOL AND COMMUNITY RELATIONS

A member of the Community Service Team, the bilingual teacher in school and community relations is expected to:

- Help orient parents to school procedures.
- Provide opportunities for parental service and growth.
- Serve as a resource person to the Parent-Teacher Association and attend meetings.
- Make home visits where appropriate to the Bilingual Teacher program.
- Maintain contact with community persons and agencies.
- Apply his bilingual and bicultural knowledge and skills to any aspect of guidance.
- Serve as a part of the school guidance team at hearings in the District Superintendent's Office.
- Work as a team with guidance personnel in making referrals to the community and city agencies.
- Serve on school Human Relations or Community Relations Committee.
- Administer or assist in administering appropriate educational tests to pupils.
- Assist in the orientation of newly assigned school personnel.
- Help secure for other staff members appropriate bilingual and bicultural materials.

- Organize workshops, clubs and other activities.
- Assist with registration of pupils during registration periods.
- Assist in determining class placement, transfers and promotions.
- Assist in discovering the talented as well as the handicapped.
- Confer with pupils having language difficulty.
- Help in planning appropriate programs for special pupils.

FAMILY ASSISTANT

As a member of the Community Service Team coordinated by the Community Relations Teacher, the family assistant may be called upon to do any of the following:

- Work primarily with families of pre-kindergarten children on special problems or emergency needs.
- Encourage parents to become active participants in parent activities in the school.
- Plan and implement a continuous program of activity among pre-kindergarten parents.
- Organize and conduct workshops for pre-kindergarten parents in cooperation with Community Service Team.
- Attend Parent Association meetings and other community meetings affecting pre-kindergarten parents.
- Make home visits.
- Contact appropriate public agencies.
- Escort children to clinics, etc.
- Help community team develop a Parent Activity Center in the school.
- Plan with pre-kindergarten parents for use of special funds (parent activity, parent snack, carfare).
- Keep accurate records related to these funds and submit them for audit as designated.
- Work forty hours per week exclusive of lunch.
- Have a flexible time schedule, since she works directly with the family.
- Work some evenings or weekends, if circumstances require.
- Keep a log or record of outside activities, and submit log to Community Relations Teacher for review and filing.

FAMILY WORKER

As a member of the Community Service Team coordinated by the Community Relations Teacher, the family worker, in her assignment to pre-kindergarten classes, may be called upon to serve in any of the following ways:

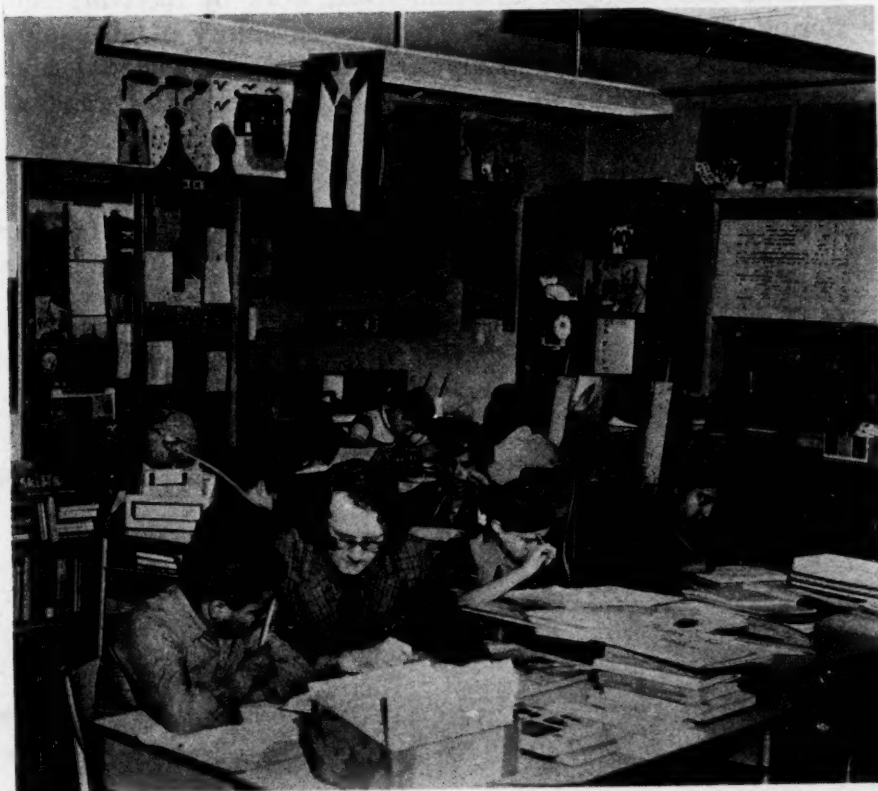
- Meet with parents and visit homes in cooperation with the family assistant.
- Encourage active participation in Parent Association activities and parent workshops.
- Encourage attendance at reporting and conference times.
- Do escort service where the social team finds the need—to and from school, clinics, and appointments.
- Steer people in need to the proper school personnel.
- Refrain from trying to solve family problems personally.
- Safeguard confidences.
- Act as interpreter for non-English speaking parents and children.
- Work in a classroom where an aide is absent.
- Work from 8:30 A.M. to 3:30 P.M. with an hour for lunch, but not at the beginning or end of the day, or during the children's lunch hours.
- Adjust to cover an assigned evening or weekend activity.
- Keep a log or record of her outside activities, and submit this log to Community Relations Teacher for review and filing.

SCHOOL AIDE

The school aide, under the guidance of the administrative assistant, serves the school in many capacities and may be called upon to help in any of the following ways:

- Plan with the administrative assistant to create a pleasant atmosphere at lunch.
- Respect the feelings of children and be guided by the wish to help them.
- Arrange an orderly arrival at the lunchroom and maintain an orderly atmosphere during eating time.
- Encourage children to taste new foods.

- Help children to learn names of food on trays and their nutritional value.
- Help children learn to respect each other in their table manners.
- Supervise disposal of food and trays.
- Learn what to do during safety drills at lunch time.
- Learn how to organize game areas and to supervise them during lunch hour.
- Supervise traffic to and from toilets.
- Help children respect privacy of others.
- Help children use toilet facilities properly.
- Help them develop health practices.
- Function on the playground during lunch hour by supervising specific game areas, being alert to problems of adjacent areas, learning and organizing group games, helping children respect activities of others, helping children with proper use of equipment, helping children become responsible for taking out and



Individualizing Instruction

returning equipment, being alert to safety needs, alerting another aide if it is necessary to leave an area.

- Work in the stockrooms—receiving, unpacking, storing books and supplies; keeping inventory of items; and distributing items according to school systems.
- Help with attendance by collecting attendance sheets and sending absentee postal cards.
- Serve the school as a whole by making bank collections, collecting lunch money, making lunch cards, escorting sick children.
- Serve in the library by receiving new books, checking against requisition, stamping books, cataloguing according to directions, mending books, helping with housekeeping, helping individual child locate books; help teachers meet curriculum needs; help with relevant displays.
- Be concerned with health and safety of children by greeting children with courtesy; patrolling halls and doors; supporting orderly arrivals and dismissals; referring areas of difficulty to administrative assistant; checking toilets.
- Become knowledgeable in audio-visual work by receiving and storing all a.v. equipment; keeping an inventory of all equipment; learning to use equipment; distributing material and equipment according to school systems; making minor repairs; assisting teachers in the selection and use of materials.

CHANGING ROLES

"Schools can be humane and still educate well. They can be genuinely concerned with gaiety and joy and individual growth and fulfillment without sacrificing concern for intellectual discipline and development. . . . They can do all these things if—but only if—their structure, content, and objectives are transformed."

Charles E. Silberman

CHANGING ROLES

Teacher

The teacher is still the most important adult in a child's life, after the parent, but the teacher's role needs to be reassessed. To bring about greater individualization of instruction, the teacher becomes something more than a performer; she must take on a new role as engineer of the learning environment, helping, guiding, instructing and coordinating the resources needed in the task of helping the children.

The task is not formidable when it is shared. There are many resources to be tapped:

- The students themselves
- The cluster teachers
- Curriculum specialists: music, library staff, speech, health, audio visual, community relations, bilingual.
- Para-professionals
- Parents
- Volunteers
- Community personnel: firemen, policemen, sanitation workers, social agencies, neighborhood storekeepers, anti-poverty workers, Parent Associations, etc.
- Public and political figures
- Other teachers
- Student teachers
- Junior high and high school students
- Public library staff
- Principal, assistant principals, and other supervisors.
- Mental health teams
- Custodian and helpers
- Kitchen personnel
- Guidance counselor, school psychologist, school social worker
- Adequate materials—manipulative as well as written
- Programmed instructional material



The resources can be used in many ways. But all helpers need orientation. Time spent on such orientation is a good investment. Following are only a few suggestions:

- Student helpers can read to a small group, ask questions, listen to children, make purposeful games.
- The cluster teacher, as a vital member of the group, shares in the plans for daily work, as well as for contracts with children, and originates activities for the learning centers.
- The O.T.P. can help set up learning centers and instruct small groups of children to use materials and ideas more effectively.
- Parents can help with spelling during a creative writing lesson; assist with a group that cannot write; teach and help with skills game or exercise; work briefly with a Non-English speaking child; help with arts and crafts; and most important, lend an ear to the individual.
- The supervisors become team members by assisting in the planning and by providing know-how, but not by a takeover of planning sessions.
- District coordinators may be invited to cluster meetings to share problems concerning grouping and individualization, and to give practical demonstrations.

- Small research groups of children may be encouraged to talk to invited guests and to report back to the class. Not all children need to visit the same place at the same time.
- The guidance counselor can help by operating within the classroom, participating in the activity and observing specifics of child behavior. She can help the teacher in understanding her own reactions to certain behavior and collaborate with the teacher in providing activity for children with special needs.
- Grade clusters can invite various ethnic group leaders to come to talk with the children about their education and jobs. Such speakers can be invited through churches and government agencies. Informal discussion in the intimacy of the classroom is more effective than from the distant platform of the auditorium.
- There can be dialogue with other teachers. Grade conferences may provide for exchange of ideas and sharing of problems with a minimum of administrative intercession. Monthly school meetings can be used for articulation among disparate grades and groups. Evaluation of programs and introduction of effective ideas would make such sessions especially valuable.
- Student teachers should be an integral part of the individualized and small-group process. They should be invited to planning sessions and be given specific responsibilities. (Time in which student teachers are asked to do no more than sit and observe passively is time stolen from the children and from the student.)
- Selected junior high or high school students coming in during specified hours in the week to work on an individual basis—possibly older brothers and sisters to start with—can contribute to individualization. These students would need some orientation and training, but the time given to the effort would be well spent.

To help bring about the proper organization of time, energy, and materials, so that both teacher and child enjoy maximum freedom for self-expression, it is important for the teacher to:

- Be guided by the knowledge that everybody wants to do well.
- Be sure her plan will create a situation in which the children will be involved meaningfully.
- Think through her plan in all details: philosophy, mechanics, needs, etc.

- Anticipate difficulties such as classroom traffic, and think of alternatives.
- Involve the establishment in her plan by being warmly communicative.
- Innovate without fear of criticism, but evaluate.
- Share ideas with colleagues (no secret recipe files) and imitate ideas creatively.
- Be tolerant of shortcomings and weaknesses in others and in oneself, in the knowledge that we are all slightly less than perfect.
- Keep the child in the focus of all efforts.
- Involve the parent as an ally in the education of his child.

Supervisor

A new look at supervision is also called for in this individualization of instruction. Supervisors have a role as stimulators and expeditors of growth-in-service through conferences, workshops, demonstrations, etc.

Just as the teacher must grasp the need for freeing the child for self-expression in an environment that promotes responsibility, so must the supervisor provide freedom for the teacher. Supervisor and teacher must seek ways together—to individualize, to question, to explore, to experiment, (and if some approach should fail) to question again and try new avenues *together*. Just as the teacher realizes that she is not the “knower” of all things that are right for the classroom, so too the supervisor realizes he is one resource in providing structure, standards, materials, equipment, and ideas.

In evaluating teaching strategies in the classroom, the supervisor should re-orient his observation technique. Since the teacher spends less time on work with the class as a whole, the supervisor must observe carefully what the individual children and separate groups are doing, note the different activities in progress, check the methods by which materials are used, gauge the degree of teacher involvement with individuals and groups, evaluate children's progress.

ORGANIZATION FOR HETEROGENEOUS CLASSES

*"The Universe is true for all of us and
different for each of us"*

Marcel Proust

ORGANIZATION FOR HETEROGENEOUS CLASSES

A thorough understanding and acceptance of heterogeneous grouping are basic to the More Effective Schools program. An understanding of the fundamental principles, is required to develop criteria for forming classes.

Early Childhood Grades

The criteria used for forming a class in the pre-kindergarten are determined by community needs. Such criteria may include concern for welfare families, language difficulties, families with foster children, working parents, ethnic distribution, health needs, etc. The individual school, knowing its community, determines the criteria. The class formed should represent all segments of the community.

Additional criteria include age (four in the calendar year), a balance of boys and girls, variety of temperament.

A sample profile of a pre-kindergarten class may look like this:

Age 4	Boys	Girls	Other Criteria
Jan.-Mar.	2	3	Large Family
Apr.-June	3	2	Foster Children
July-Sept.	2	1	Non English
Oct.-Dec.	1	1	
	8	7	

In the organization of kindergarten classes, children with prior school experience such as pre-kindergarten, Head Start and private nursery, are dispersed among all the kindergartens. No special class is formed exclusively for children with previous school expe-

rience. In terms of goals set by the pre-kindergarten for language and concept development, and in terms of age span, sex, and special problems, the pre-kindergarten teacher recommends placement in kindergarten classes. A profile of a kindergarten class may look like this, considering pre-kindergarten, Head Start, private nursery experience:

CLASS		DISTRIBUTION BY PREVIOUS EXPERIENCE					
Age 5	B	G	P.K. 3½ hr.	P.K. 6 hrs.	H.S.*	P.N.**	Home
Jan.-Mar.	4	2	2	0	0	0	4
Apr.-June	3	3	0	0	0	1	5
July-Sept.	2	3	1	1	1	0	2
Oct.-Dec.	2	1	1	0	0	0	2
	11	9	4	1	1	1	13

(Non-English, 4)

*H.S. Head Start

**P.N. Private Nursery

In grades one and two, heterogeneous classes are formed with language skills as the constant, but with such variables as age, sex, and special abilities taken into account. The kindergarten teachers evaluate progress in terms of goals, and help in the placement of children in the first grades. A first grade profile at the beginning of the year, may look like this:

Age	B	G	Lang. Growth	Comment
5 ⁰ -6	3	3	(According	Spec. Abil.
6 ¹ -6 ³	3	2	to goals)	Non English—9
6 ⁴ -6 ⁶	4	2		
6 ⁶ -6 ⁸	2	3		
	12	10		

A grade two class profile at the beginning of the year may look like this:

Boys 10
Girls 12

Ages	Comment	Rdg. Ach:
6 ⁹ -7 5	Non English 3	2+ 5
7 ¹ -7 ³ 6		1+ 7
7 ⁴ -7 ⁶ 7		P 5
7 ⁷ -7 ⁸ 4		PP 2
		N.R. 3

Within the cluster there is discussion of class composition, and adjustments take place where regrouping is needed.



Middle Grades

The criteria for forming a class in the middle grades are determined by the span of ability in language usage (reading, writing, other communication skills).

- Reading scores, informal teaching tests and performance evaluation, are all considered in setting up the heterogeneous class. Sex, ethnic distribution and special problems are used as the variables.
- In keeping with these standards, children may be selected from a master organization roster and distributed evenly over the grade so that each of the classes has a representation of the full range.
- Sex, ethnic population and special problems should be noted on the original master organization in which are listed all the children in each grade, so that the different backgrounds and characteristics can be equitably distributed. If this plan is followed, no one class will be overloaded with more than its share of exceptional situations and problems.
- The task of organizing the cluster classes must be a team project. Therefore, each member of the cluster and all persons involved on the grade should have an opportunity to discuss the range of abilities and the varied characteristics, achievements, and expectations of the children in the cluster.
- Parents, aides and other adults may be consulted, but the professional staff must make the actual decisions regarding the setting up of the classes.
- For example, a 4th grade MES class may look like this, in terms of reading scores:

Reg. 22

N.E.	1.2	2.2	3.1
Carlos	Thomas	Alice Ralph	Mary Douglas Martin
3.2	4.1	4.2	5.1
Julia Evelyn Helen Richard Nelson	Rudy Edward June Jean	Jack Sylvia Theresa Betty Lucy	Anna

Working With Heterogeneous Grouping

- After the teacher appraises each child and notes the uniqueness of the individual, she can begin planning to make the strengths of the group an asset in the teaching-learning situation. She notes the verbal, outgoing child, the academically oriented child, the child with physical prowess, the bi-lingual child, the even-tempered child, and decides how each in his or her own way can influence the climate for learning. For example, the bi-lingual child can be a source of information and security for the non-English speaking newcomer. The child who has mastered a skill in a game can reinforce his own skill by teaching another child the game. Children can then develop an appreciation for diversity as various interests are pursued.
- While observing the uniqueness of the individual, the teacher recognizes that the children are social beings. She establishes such cooperative pupil-to-pupil relationships as buddy systems, leadership roles, homework help by classmates.
- Bearing in mind that autonomy for the child is a humane goal, the teacher sees to it that no child is always on the receiving end of give-and-take relationships. For example, in the "helping" assignments, such as taking messages out of the room, no one child should be permanently assigned to the role. On a rotation basis each child must have an opportunity at each task—serving as messenger, doing housekeeping, caring for materials, giving service to another child, etc.
- In observing the singularity of the individual, the teacher recognizes that a whole-class lesson, in light of her aim and the show-and-tell procedure, cannot satisfy the needs and styles of all the children. Question-answer technique with the whole class involves the teacher and too few of the children. Children must wait too long for a chance to speak, to do, to be involved. Whole-class lessons can be used for such activities as launching an idea, evaluating safety rules, reporting, sharing, singing and dancing together, and choral speaking.
- The teacher thus must organize her time, energy, material, human resources, and physical environment in such a way as to enable her to work with individuals and small groups. As a result she can better appraise each child and can help him take that next step forward.

- Similarly, reading to young children need not be a whole-class activity. Story-time should be an intimate affair, with children in proximity to the story-teller and the book. A game that can result in skills-learning should be played with 2, 3, or 4 children to provide frequent "turns", responses, involvement. The teacher's directions for an activity are more meaningful to the individual in the small group.
- Young children should not be subjected to mass grouping. For example, look closely at assemblies in the auditorium for 6's



Partners in Learning

and 7's. Note how much time is wasted in policing and disciplining, nagging and herding! How much time is used in exhorting and urging children on in the effort to bring about a finished show piece, at an age when process is more important than the finished product. Look at your lunch program. How would you like to eat with your coat on, shoulder to shoulder with others, with barely enough room to move your arm, and where talking to your neighbor is forbidden?

- Working with small groups gives the child an opportunity to function independently, to choose his next move when one task is done, and to develop responsibility as he confers with his teacher. The teacher prepares the situation so that young children have alternatives. For instance, each area of interest in the room may have "more-to-do" ideas, games, materials, books, etc.

PHYSICAL ARRANGEMENTS

*—Bear in mind that independence and
autonomy for children are humane goals—*

PHYSICAL ARRANGEMENTS

Classroom Organization

Schools are for children. The classroom is the place in which they must live by law for several hours each day. If we want to create an environment which will help the children become independent learners we must allow participation in planning, developing, and maintaining the classroom physical environment, and caring for materials.

Physical organization can evidence a basic respect for children in the following ways:

- The teacher's desk is removed from the center of activity.
- Furniture is provided for the children's varied sizes.
- There is a place for personal possessions—a desk or cubby or box.
- The child's eye level is considered when using bulletin boards or the chalkboard for communication.
- Class *interest* charts are displayed—not charts that rank performance or point out individual weaknesses in children.
- Children may choose the work they wish to display, decide how to display it.
- Furniture is used flexibly for the individual, partners, small or large groups.
- There is "a quiet corner" which may help an upset child calm down.
- Learning centers are clearly defined.
- Routines are developed to ease traffic.

USE OF TIME

"Nothing is worth more than this day"

—Goethe

USE OF TIME

In the MES Program, the organization of time requires that only the hours of entrances, dismissals and lunch be fixed. Other scheduling may be completely flexible—even boldly experimental. The plan allows for large blocks of time and for fluid grouping within the classroom. An arbitrary time period may defeat the purpose of an integrated curriculum where learning is not fragmented into unrelated units.

During a block of time, an individual or group may be actively engaged with audio-visual equipment, doing research or creative writing, using the library corner, exploring ideas or problems in the math and science areas, or meeting with the teacher for a skills lesson, a conference or evaluation.

When more than one teacher is involved in the classroom, a small group may be taken on a short trip to a store, garage, or other place of interest in the neighborhood. Variety of experience enriches the curriculum and makes oral and written reports more meaningful.

Organization of time can reflect a proper respect for children by:

- Planning for large blocks of time for varied activities in cooperation with all participating members of the group.
- Allowing children time to develop special interests or to do assigned tasks without undue interruption.
- Arranging for individual or group conferences.
- Helping individual children plan their day.
- Developing systems for taking turns.

A Child's Day in the Early Grades

The following suggests the variety of activities available.

- 8:40**
- Greets adults, children; puts coat in cubby.
 - Feeds gerbils; observes manner in which they eat and

clean themselves.

- Plays in doll corner with 3 other children.
- Is guided to setting a table for four.
- Views filmstrip with one other child and para-professional who reads accompanying text.
- Visits neighboring classroom with teacher and 4 other children to see pet rabbit. Compares size, color, eating habits with those of gerbils.
- Goes to book corner, finds and looks at book about bunny.
- Plays lotto-concept game with group.
- 10:00** • Puts away dishes and clothing in doll corner during clean-up time.
- Washes hands and sits down at table with one teacher, for snack and discussion about visit to see rabbit.
- Sits down near piano with whole class for songs, rhythms.
- 11:00** • Gets dressed for outdoors.
- Plays in yard. Rides bicycle. Builds hollow block house with 2 other children. Notes ice puddles in yard.
- 12:00** • When mother arrives goes inside to get his clay piece, and say goodbye.

The following schedules are suggested ways to organize teachers' time. (Teachers serving in one classroom are designated A, B, C.)

Sample Daily Schedule for 3½ Hour Pre-Kindergarten

Time	A	B
8:40 - 9:25	A+B+C	
9:25 - 10:10	A+C	B Unassigned
10:10 - 10:40	A+B+C	
10:40 - 11:30	A+C	B Lunch
11:30 - 12:20	A+B	C Lunch
12:20 - 1:10	C+B	A Lunch
1:10 - 1:55	A+B	C Unassigned
1:55 - 2:40	C+B	A Unassigned
2:40 - 3:00	A+B+C	

Sample Daily Schedule for 3½ Hour Kindergarten*

Time		
8:45 - 10:00	A+B	
10:00 - 10:45	A	B Unassigned
10:45 - 11:35	A	B Lunch
11:35 - 12:00	A+B	
12:00 - 12:50	B	A Lunch
12:50 - 2:00	A+B	
2:00 - 2:45	B	A Unassigned
2:45 - 3:00	A+B	

*11:30-12:10 Overlapping period. Teachers A & B meet parents, dismiss and greet children. Informal conversation and sharing, AM-PM children and parents.

Sample Daily Schedule for All-Day Pre-Kindergarten and Kindergarten

Time		
8:40 - 9:25	A+B	
9:25 - 10:10	A	B Unassigned
10:10 - 10:40	A+B	
10:40 - 11:30	A	B Lunch
11:30 - 12:20	A+B	Children's Lunch
12:20 - 1:10	B	A Lunch
1:10 - 1:55	A+B	
1:55 - 2:40	B	A Unassigned
2:40 - 3:00	A+B	

A Child's Day in the Middle Grades

- 8:40** • The child enters the room, puts up clothing, and may do one of the following:
- Go to an incompleted activity from the previous day.
 - Go to an activity planned the day before.
 - Go to the book center, select a book.
 - Work on a creative writing project—story, poem, report, or a letter.
- The teacher calls group together to introduce new materials and activities. Day's agenda and plans are discussed.
 - The child goes to an academic or learning activity center such as:
 - Language arts skills, math, science, social studies, listening (audio visual materials), creative arts, etc.
 - The child records results of activity in a folder.
 - The child has a conference with the teacher, his work is evaluated and he is redirected.
 - The child moves on to another activity center and again places record of his activity in folder for next conference.
 - The child works on a new concept with the cluster teacher or class teacher as a member of a group.
- 12:00** • Lunch.
- 12:50** • The whole group convenes for open discussion.
- The child works with a small group on a project such as planning a play, putting together a book for the library, making puppets.
 - The child becomes one of a small group for special skill development with the teacher or the cluster teacher.
 - The child checks all activity areas to see if he has fulfilled assigned tasks. He lets the teacher know, so that he may have a new contract; if not, he will continue his contract the next day.
 - He records in his daily log book.
- 3:00** • Dismissal.

The activity hour of time may start out as a highly structured, teacher-directed period to ease the teacher and children into working independently in a free-flowing atmosphere. The

teacher must have faith that children can do. She may start out by listing the activities and assigning to children their priorities. As the next step towards independence, she will list the activities, assign one priority and provide choices for the individual. Following are two samples that show an hour of curriculum-based activity largely teacher directed:



Time for "Aloneness"

Samples of a Curriculum-Based Hour in the Classroom

Group Activities—16 Children

Reg. 22 *Alice, Richard, Tony, Henry, Mary, Linda, Sara, John, Robert, Victor, Sylvia, Juan, Carlos, Ramon Charles Douglas*

9:00 to 9:20 Read a story to retell; get ideas in sequence; determine main idea. Self-selected or assigned story (Sequence & main idea)
 (T) Group Reading. Enunciates distinctly, contributes personal experiences, dramatizes individual characters in story. (Oral Communication. Verbalizing new words).

9:20 to 9:40 Follow directions on task cards or workbook associated with story. Retell story either to group or on tape to be replayed.
 (T) Teacher Conferences with members of group, who interpret results for the teacher. She evaluates and either assigns further activities to reinforce skill or presents a new skill, such as locating specific facts. Records results in folders

Rearrange a story from jumbled words or sentences. (N.R. may use pictures, word recognition, comprehensive exercise.)

9:40 to 10:00 (T) Teacher Conference with members of group during which time she listens to retelling of story. (checks written answers).
 Play word games such as matching words or making sentences from words in word box. May listen to a story on cassettes in listening corner (Listening skill)

(T) Teacher works with a group

Independent Workers—6 Children

9:00 to 10:00	Self-Selection of library books Independent silent reading Book Report Creative Writing—Stories, Letters Picture Dictionaries Reading Games: Categorizing words, Scrabble, Anagrams, Word Bingo All children may select individual activities after they have completed curricular assignments.	Carol, Helen Sandra, Jane, Harold, Joseph
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Group Activity—14 Children

	Mary, Jane, Henry, Alice	Juan, Richard, Carlos, Tony, Sylvia	Sarah, Victor, Helen, Robert, Douglas
10:00 to 10:20	Use task cards with problems dealing with simple measures, such as containers, scales.	Use self-directing, self-correcting activity cards to gain reinforcement in problem solving.	(T) Uses pocket chart to introduce exchange in subtraction. Assists in making pocket charts and demonstrates how to use them as manipulative aids in doing home-work assignment.

(T) Teacher works with a group

Group Activity—14 Children (Continued)

10:20 to 10:40	Work on designs for book covers and folders, using ruler for careful measurements of lines and margins.	(T) Confers with members of group. Goes over self-directing material. Evaluates and decides who needs reteaching, who needs reinforcement, and whom to advance to next skill. Regroups. Evaluations are recorded.	Review problems in addition without exchange. May go on to problems with exchange. Puts all work in math folders after checking.
10:40 to 11:00	(T) Teachers measurement using thermometers.	Learn to play "Multiplication Rummy" from Jane and Henry.	Play "Addition Squares," Spineroo, or a commercial game to reinforce addition concepts with Alice and Sylvia.

Independent Activities—8 Children

10:00 to 11:00	Advanced Tasks in Measurement Activities, using scales, trundle wheel, thermometer, bottles. Harold, Ramon, Linda, Sandra Carol, Arnold Then: "Multiplication Rummy", joined by Richard, Juan and others. Charles, Douglas, Joseph: "Addition Squares", "Spineroo" or Commercial game.
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(T) Teacher works with a group

Organization of Time for Special Team Members

The Cluster Teacher

The cluster teacher plans with the teacher for the purpose of knowing the children and their needs and how to best implement their program. When the cluster teacher uses a large block of time for such implementation, the flow of the program continues as the classroom teacher leaves the room for the preparation period. The cluster teacher may use a special ability according to plan in order to strengthen the language arts, math, science, or social studies learnings.

Here Is One Suggested Schedule for the Cluster Teacher in Grades 1-6

8:45 - 10:15	Class A Teacher preps within this time
10:15 - 11:45	Class B Teacher preps within this time
11:45 - 12:45	Lunch
12:45 - 1:30	Prep for Cluster Teacher
1:30 - 3:00	Class C Teacher preps within this time.

The time slots may rotate periodically for the classes. If a fixed schedule such as gym period falls within the block of time, the cluster teacher participates with the class as the home room teacher takes her prep. The two positions become interchangeable.

The teachers in the cluster might well make decisions as to the best way to implement their programs when a member is absent and how best to use the services of the substitute.

Other Teaching Positions (O. T. P.'s)

The specialists in art, music, science, language resource, etc., who are assigned as O.T.P.'s provide coverage for cluster meetings. The suggested schedule that follows would provide meaningful coverage for these clusters as well as time for special programs and enrichment for the school. A school with 36 classes (grades 1-6) will have 12 clusters.

8:45 - 9:30	Preparation period
9:30 - 12:00	School programs and class enrichment
12:00 - 12:50	Lunch

Time	Mon.	Tues.	Wed.	Thurs.	Fri.
	Clusters				
1 - 2	1&2	5&6	9&10	Special Program	Special Program
2 - 3	3&4	7&8	11&12		

When the O.T.P. is assigned to a class at times other than coverage for cluster meeting, the home teacher works together with the O.T.P., gaining from his strength and helping to individualize the program. This time is not an additional prep or administrative period. The lock-step of the three-quarter hour period for children should be avoided.

USE OF MATERIALS

"You cannot teach concepts verbally; you must use a method founded on activity. The child must discover the method for himself through his own activity."

—Piaget

USE OF MATERIALS

Materials make learning viable. They are used to give strength to academics by:

- Introducing skills and concepts
- Reinforcing skills and concepts
- Promoting independence and self-direction
- Reflecting wide ranges of ability
- Providing opportunities for making choices

Procedures:

- Survey materials already on hand.
- Classify all materials (commercial and teacher-made) according to specific skill or function.
- Designate a special place in the classroom (learning center) for each curriculum area.
- Be sure that the children know where everything belongs.
- Arrange the materials, where applicable, in each center according to the *sequential skill development* and *level of difficulty* (You may color-code the various levels of difficulty).
- Present materials, commercial or teacher-made, slowly. Limit number of choices at the beginning. Children's interests and enthusiasm can be stimulated with periodic presentation of new materials.
- Establish with the children firm routines for the use and care of *all* materials, so that they will last.

SOME CRITERIA FOR SELECTION OF MATERIALS:

- They are relevant to goals set.
- They communicate on an appropriate level.
- They are free of undesirable advertisement or bias.
- They relate to the life style of the child.
- They present challenge.
- They are durable.

EQUIPPING LEARNING CENTERS

The materials listed below are suggestions only. Let your experience and children's interest and needs guide you. Not all centers will be emphasized in each room at the beginning. Minimally, language arts, math and science, creative and dramatic arts, and social studies should be reflected in learning centers of all classrooms. However, teachers who are beginning an open-classroom program may concentrate on just one area like reading or math. Not all of the following is in evidence at once. Not all of the following are in evidence at once.

LANGUAGE ART MATERIALS:

- Basal Texts, supplementary, and trade books
- Books on many topics and levels, dictionaries, encyclopedias, other reference books
- Skills sheets from workbooks
- Teacher-made card games
- Pupil-made word games
- Commercial games
- Special word problem of the day—or the week—such as a crossword puzzle
- Programmed material with task cards
- Typewriter, printing set, magic markers, paper, magazines
- Recorder, viewer, photograph, records, film strips, tapes
- Picture files, motivational material
- Empty scrapbooks made from construction paper

MATH MATERIALS:

- Dry and liquid measures
- Life style materials such as empty containers, newspaper ads
- Cuisenaire rods, discs, beads, buttons, multi-base materials
- Math puzzle of the week
- Skills tasks
- Programmed material
- Scales, thermometer, time schedules, rulers, clock

- Geoboards, mosaic shapes
- Addition and multiplication matrix for reference
- Card games—teacher-made, pupil-made, commercial

SOCIAL STUDIES MATERIALS:

- Maps, globes, almanac, atlas, film-strips, dioramas, pictures
- List of research techniques
- Task cards
- Materials for projects
- Books, magazines
- Current events, timely celebrations, seasonal materials

SCIENCE MATERIALS:

- Magnets, batteries, compass.
- Flashlights, magnifying glass, planetarium, hot plates.
- Animals, hatcheries, aquariums, terrariums, plants.
- Intercoms, telephones, stethoscope, radios, recorders.
- Thermometers, barometers, weather vanes, anemometer.
- Balances, levers, gears, wheels, tools.
- Soil, rock, earth materials, water, sand
- Task cards, books, collections
- Stop watches and timers

ART MATERIALS:

- Easel
- Paints and brushes
- Newsprint
- Collage material
- Sewing material
- Dixie mesh
- Crayons
- Pastels, clay papier mache materials, construction materials, (paper), glue, scissors

MUSIC MATERIALS AND EQUIPMENT:

- Piano
- Rhythm Instruments
- Record Player with Jacks
- Records
- Tone Blocks
- Music Books, sheet music

WOODWORK TOOLS AND EQUIPMENT:

- Hammers
- Saws
- Nails of all sizes
- Wood scraps from lumberyard
- White glue
- Wooden wheels
- Bottle caps, jar covers, cloth scraps, cans, string
- Woodwork tables
- Vise
- Clampettes
- Screw driver
- Screws

DRAMATIC PLAY MATERIALS:

- Housekeeping: Doll, doll clothing, bed, sink, stove, refrigerator, dishes, mirror, dress-up supplies
- Store: Cash register, adding machine, containers (depending on kind of store), telephone
- Puppet theater: Puppets (commercial and child made) cloth remnants, a curtained area, large carton, flashlight for shadow play, instruments for sound effects, play
- Block area for younger children: cars, signs, figures, hollow blocks, unit blocks

AUDIO-VISUAL EQUIPMENT AND MATERIALS:

- Tape Recorders and tapes, connecting box with earphones
- Phonographs and records, connecting box with earphones
- Overhead Projectors
- Opaque Projector
- Pre-Viewers—small desk type for individual use, larger type for use by about four children
- Lantern Slide Projector—16 millimeter Motion Picture Projector, rear view screen, connecting box with earphones
- Flat pictures
- Radios
- Television Sets
- Polaroid Camera—special film can be made into lantern slides
- Supplies for Polaroid Camera
- Color Lift (for transferring pictures)
- Acetates

GUIDELINES FOR EXPENDITURES

Materials must reflect a wide range of ability levels in every skill to meet the needs of every child in all areas of the curriculum. The materials must be matched to the child, not he to them.

No single "program", workbook series, or reading series can adequately cover all the skills and provide for sufficient reinforcement in the classroom, or meet learning styles of all children.

Enlarge variety by minimizing quantity. Have few copies of various series on appropriate levels, e.g. the a,b,c,d levels of various phonic series, or reading skill texts, or math skill texts. Avoid quantities of twenty-two copies per classroom of any one series.

Materials can be shared or rotated within the cluster team or the grade allowing greater variety. For example, one commercial learning kit may service three classrooms. Books and games can be rotated among the classrooms to provide new stimulation for the children. The purchase of storybooks, texts, workbooks, games,

raw materials, etc. should have priority over purchase of machines. A recommended number of storybooks is fifty to one hundred per classroom. They may be paperbacks.

MAKE THE MOST OF YOUR COMMERCIAL MATERIALS

When commercial materials are not self-directing and correcting, provide easily-followed directions and answer sheets. Group together all pages on the same skills and arrange them in sequential order and levels of difficulty.

A child is assigned only those exercises within the workbook which meet his needs. It is wasteful for both the school and the child to use a workbook in automatic fashion. These materials can be made non-consumable. Once they are assembled, they can be used over and over again.

DEVELOP A READING LAB

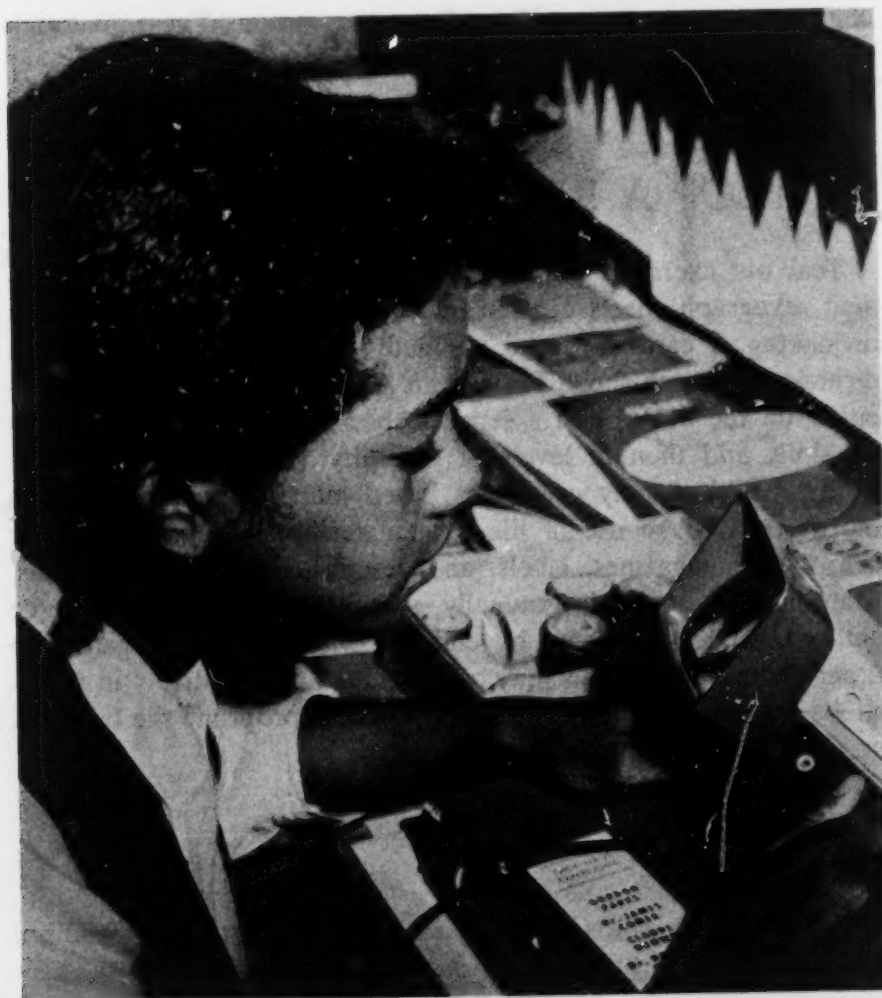
Tear out exercises from workbooks (old and new). Use pertinent rexograph sheets created by teachers. Staple the worksheets on oaktag or cardboard and laminate, or cover with acetate. Put directions on each sheet. Provide an Answer Key for each sheet—either on the back or in a separate box. Arrange these materials by skills and then in levels of difficulty (a color-code may be used). Children may use water based marking pens directly on the acetate. Make use of life-style materials, such as newspaper ads, flyers, magazines, labels, and descriptions on grocery items. Materials can be made gradually, as the need arises to reinforce skills. Use games created by children who teach their games to other children. Materials may be developed cooperatively in workshops between parent and teacher. Where appropriate the bilingual staff helps in the preparation.

GAMES

The emphasis shifts from "teaching" to "learning." Children, for example, need time to learn number facts in addition, subtrac-

tion, multiplication, and division. Commercial games such as bingo and playing cards offer opportunities for practice in learning number facts. Children drill each other while the teacher works with small groups or individuals. A game like bingo can be adapted to reinforce number operations on increasingly more sophisticated levels.

Children often play card games outside of school which encourage them to count, add, subtract and multiply. Utilize these games as meaningful drill in learning number facts and language skills. The game of "rummy" or "war" can be adapted for matching groups, categorizing, associating number families, making number sentences, etc. The same games may be adapted for practice with reading skills, matching words, meanings, antonyms, synonyms, etc.



RESOURCES

- The supervisor for the grade is a primary resource for materials. He acquaints teachers with new materials in the school and with materials which may be ordered, both list and non-list. He also helps teachers devise and make materials.
- Teachers make themselves familiar with the contents of the supply room and book room in their schools.
- The Board of Education stock-supply book is made available to teachers so that they, together with the supervisor, may order pertinent material.
- Catalogues from professional suppliers give ideas.
- Professional magazines have lists of free and inexpensive materials.
- Commercial exhibits will stimulate teacher creativity.
- Activity books from the dime store have many ideas that may be adapted.
- Probably the best sources of ideas about materials are other teachers.
- Supportive personnel such as O.T.P.'s, bi-lingual teacher in school and community relations and community coordinator may be resources for special materials and books.
- Finally, as always, there is the teacher's ingenuity. She knows, as no other person does, what kind of material is appropriate to a particular need.

KNOWING CHILDREN

*Help the child to "be" . . . so that he may
"become" . . .*

KNOWING CHILDREN

To know the growth needs of each child, we must understand his general development. A child's sense of trust in adults is developed in infancy when care in meeting his needs for food, human warmth and physical well-being is loving and consistent. When it is missing for the child, this trust can be developed and reinforced by the teacher who:

- Sees to the safety of the child, and is concerned with his physical needs.
- Is understanding and sympathetic when child brings milk money on the wrong day.
- Respects the child as a person and does not, in his presence, discuss him with others as if he were not there.
- Cares enough to share tasks, plans, and responsibilities with the child.
- Stretches the child's reach academically.

With this sense of trust in adults, the child begins to develop a sense of autonomy. While the early childhood years are critical for discovering this sense of self, this new power is developed and reinforced by the teacher who:

- Seeks to develop a positive self-image in the child by praising what the child can do.
- Gives value to his background and heritage. Provides background material and pictures that reflect it.
- Considers child's life style in planning activity.
- Sees to it that tasks are challenging but not frustrating. For example, a puzzle should have fewer components for some 4's and 5's than for more experienced 6's and 7's, and should be more sophisticated for 8's to 11's.
- Allows the child to do for himself anything within his power: dressing, pouring, obtaining and returning supplies, using a stapler or wood-working tools, equipment, etc.
- Plans to develop skills the child needs to make him feel "I can". For example, an easy way to get into that winter jacket; a busy board with zippers, buttons, laces, hooks to practice on; more sophisticated equipment and tools—as he matures and develops.
- Plans for experiences that sharpen sensory imagery: cooking and tasting; using and discussing different textures: wood, metal, plastic, cloth; playing "listening and observation" games.

- Gives directions that are precise and elementary. For example: "Please put the book on the chair beside the big desk".
- Gives every child a turn at each monitorial task.
- Provides many manipulative tools for experimentation and exploration: scales, containers, measuring spoons, water, sand, counting objects in the math area; pencils, marking pens, illustrative material, scissors, paste in a writing corner, etc.
- Allows movement in the room so that the whole room is the child's domain.
- Keeps teacher-imposed rules at a minimum. (one good one: respect your neighbor).
- Determines rules together with children where the need arises.
- Gives each child opportunity for leadership in a group.
- Does not impose an adult standard on a child's creative effort by giving him patterns to trace or by adding strokes to a child's painting and drawing.

The child enters the stage of industry during the middle school years. He is less dependent on intuitive thinking and becomes more capable of deductive reasoning. It is a time when other social institutions and relationships extend his world away from home. It is a time for playing by rules, a time for best friend, clubs, and finding out how things work. Our schools seek to enhance this sense of industry by:

- Suiting the task to the individual child.
- Helping him meet challenge with success.
- Recognizing failure as trial and error, in a process.
- Minimizing odious comparison and competition.
- Providing a balance of teacher-directed tasks with self-selected tasks.
- Providing activity for decision-making within reason, for example, making his own decision on a style of reporting, or scheduling part of his day.
- Providing manipulative experiences and problems that challenge.
- Seeing to it that the child understands his responsibility and his contribution to himself and to the group.
- Making tasks meaningful by conferring and evaluating with the child.

The child then develops and reinforces his sense of autonomy as he:

- Learns that rules are not punitive, but have the purpose of creating a working climate.
- Learns to respect others, as he is respected.
- Sets some goals for himself and discusses them with the teacher.
- Selects and replaces materials.
- Keeps some progress charts and a file of his work.
- Writes a log of specific activities.
- Moves about without disturbing others.
- Works together in a partner relationship.
- Gives help to other children, and contributes resource material.
- Takes his turn with favored activities.

The teacher recognizes that not all children are at the same point of readiness for independence and responsibility and that some cannot be thrust into independent choices. For the child who is still dependent, the following procedure can be considered:

- Plan in advance a series of activities for the child or a group of children.
- Give but one task at a time.
- Check and then direct to another task.
- As confidence grows, provide two tasks: "Do this, then that."
- Provide a choice between two tasks. "You may do this or that."
- Provide one task, give a choice of two additional activities.
- Remain at any one step of the plan until comfort and confidence are in evidence.
- As growth is shown, widen the number, depth, and duration of choices.
- Don't expect miracles and overnight changes; look for small successes.
- Reassure the child as he strives towards independence by frequently nodding in approval, meeting his eye, touching his shoulder.

UNDERSTANDING SEQUENCE

"Nature intends that children be children before they are men. If we insist on reversing this order we shall have fruit early indeed, but unripe and tasteless, and liable to decay; . . . Childhood has its own methods of seeing, thinking and feeling. Nothing shows less sense than to try to substitute our own method for these."

—Rousseau

UNDERSTANDING SEQUENCE

Though psychologists are still struggling to determine how children learn, there have been studies that give us some insight and direction. We, as teachers, are learning that we cannot equate 'telling' with 'teaching', that the child does his own learning. The teacher needs knowledge of the context and the sequence in which a child makes a skill his own. The child makes a skill his own when he can make application of that skill. He first learns as he acts upon his environment with all his senses. He then is able to use representative material to help him draw conclusions. As he develops this ability, at his own rate, he can make abstractions and use symbols. New learnings take place as they hook on to previous experience and learning.

Therefore, before the child can understand the task of writing answers for a workbook or rexograph sheet such as $2 + 3 = \square$, $3 + 4 = \square$ etc., he must have had many experiences:

- Learning the number names through songs and rhymes.
- Learning the "twoness" and "threeness" of a quantity.
- Developing the one-to-one relationship of counting.
- Recognizing that as he counts by ones he adds one to the preceding quantity.
- Knowing that three is more than two or one or zero and less than subsequent numbers.
- Learning that "3" is the symbol of the numerality of quantity whether it be flowers or children or pennies.
- Moving on to column addition, place value, etc.

Such sequences of learning in math, reading, science and social studies have been very well outlined in our Board of Education manuals, which are among the best in the country.

Take one concept. Follow it through its development. For example, "Determining Sequence":

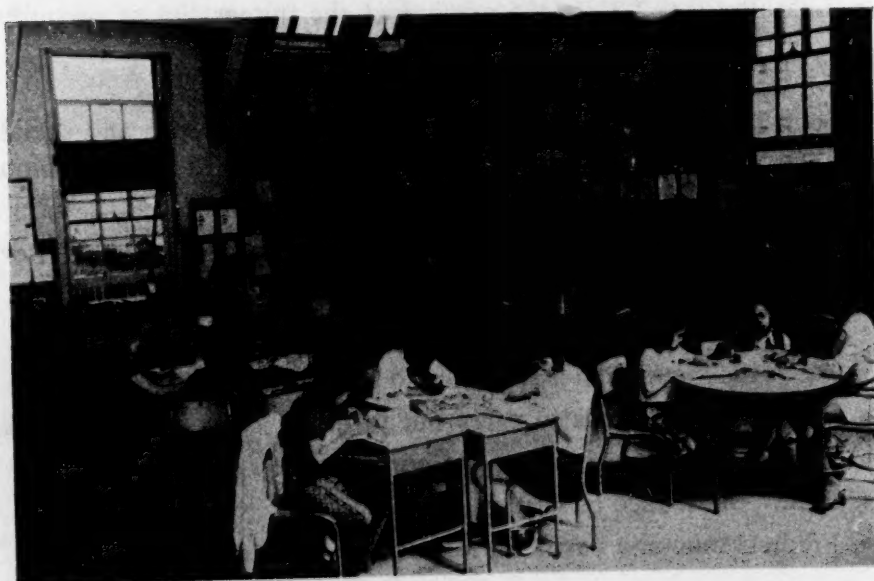
- The child arranges objects in a sequence and tells about it.
- Arranges pictures in a sequence to tell a story.
- Plans and lists steps to carry out projects.
- Arranges sentences in story in correct order.
- Follows sequence of written directions.
- Predicts outcome based on logical sequence, etc.

Another way to help us see progression in skills is to examine a skill text series on various levels. Take one skill concept such as structural (phonics) analysis and observe its development and practice on various levels.

Language kits, programmed reading material, and most tables of contents are arranged sequentially so that any teacher-made material may be arranged accordingly, progressing from least difficult to most difficult.

Teachers must diagnose, then select the skill that the child needs, allowing him freedom to work on that skill level. Later, she evaluates his work, and if necessary, provides further reinforcement in that area. However, if she is satisfied that the child has acquired that skill, she progresses to the next level. This may mean placing him in a new group or simply providing the material that he needs to work individually on a new concept that she has taught him.

Thus, one child may dictate his report, another may write a sentence or two, another may write several paragraphs with fluency. A blanket assignment, such as writing a biography of so many pages, would not take into account individual difference and achievement. For one child, labelling pictures showing stages of development would be sufficient. For another, writing sentences in answer to a series of questions would be suitable. For others, an account of several paragraphs may be easily handled.



HOW TO BEGIN

" . . . one teaches readiness or provides opportunities for its nurture; one does not simply wait for it. . . . readiness consists of mastery of those simpler skills that permit one to reach higher skills."

Jerome Bruner

HOW TO BEGIN

The term "individualization of instruction" too often evokes the image of a child sitting in isolation all day at lonely tasks. In the school day, there are times for aloneness; times for a child to work with a partner—helping and being helped—; times for being a member of a group for special skills development or a group project; time to participate in the total group as the teacher brings the class together to plan, evaluate, sing, dance, launch a project.

With Younger Children

Teachers, too, are a heterogeneous group and will bring a variety of styles to the task of individualization. There are many ways to help children develop independent work habits.

During the course of the session in the pre-kindergarten and kindergarten, John can work alone—painting or coloring, making a collage, using measuring cups in a sandbox, filling containers at the sink, working a puzzle, looking at a book, watching the fish or turtle, stringing beads, sorting material, adjusting a weather chart or calendar.

He works with another child or with an adult at cleaning paint brushes or jars, straightening out a shelf, building in the block corner, finding pictures in a magazine, dictating a title or a story for a picture, getting the snack table ready, playing a game of dominoes or lotto.

He becomes part of a small group when the teacher selects him and three or four others to work with her on a task of determining sequence. In the total group, there may be discussion of safety practices on stairs, in the halls, in the street, or discussion of a memorable event.

The teacher may decide that John is ready for word-matching and may impose a task of sorting words into a pocket chart as:

ball	candy	play
ball	candy	play
		play

As John works with a partner, the teacher may suggest the task of finding out how many cookies are needed for snack and how the total number may be divided on four plates.

In grades one and two, a teacher may begin with a daily hour of varied activity structured to give opportunity for self-selection. Such an hour might be structured with language arts activities only, and could include partner reading, making books, word puzzles and games, creative writing, dramatic play, listening to tapes and viewing films, making tapes, etc. Or, such an hour could be structured with math activities, games, problems to solve, projects to work on.

Such an hour at first can be carefully planned together with the class, first assigning children to tasks; then listing the choices, outlining traffic procedures in moving from one choice to the next, and determining alternatives.

This hour cannot be a silent hour. It is an hour of trial, error, exploration, discussion, partner work, and group work. The activities are not necessarily testing activities. Children may "copy" from each other, seek help from each other without fear and shame. The teacher finds other opportunities, with the child alone or in a small group, to test his understanding and skill.

To further develop independence, children must share in the responsibility of caring for the room, materials, and equipment. Children can be taught to handle audio-visual equipment. One way is to start with two children who develop competence in handling a viewer. Have them teach two others. Check. Follow the same procedure for tape recorder, record player.

A work chart of chores may include a variety of tasks so that all children have an assigned responsibility each day, sometimes alone, sometimes with a partner:

- Closets—making sure clothes are properly hung, books and gloves paired, book bags stacked so that they are not perilous.
- Attendance—noting name cards among absentees, writing the number and names of absentees.
- Creative Arts—paint brushes washed, paint jars covered, scissors returned, materials sorted properly.
- Library—books stacked according to some agreed pattern, receiving books, receiving take-home cards, replacing them.
- Blackboards—erasing, washing, preparing for next day.

- Plants—watering, observing, trimming.
- Puzzles—check each puzzle returned.
- Games—order and category observed on the shelves.
- Weather chart—make necessary changes.
- Snack—make all preparations.
- Messenger—do all out-of-room errands.
- Tape Recorder—check and put away.
- Record player—check and put away.

No effort will be meaningful to the child unless an adult in the room helps by checking and commenting and making the child accountable. This can be done with the whole group at day's end or with individuals during the day. Determine criteria for evaluation with your cluster teacher, educational assistant, parent volunteer, others, so that the task of checking can be shared.

As children's independence develops, larger blocks of time are used for self-directed activity. The time is used flexibly as teachers and children see the need.

With Older Children

1. Start with a whole class activity, each child working on his own, for example, at decoding a cryptogram using a numbered alphabet as a key:

a	b	c	d	e	f	g	h	i	etc.
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	
8	5	18	5	23	5	1	18	5	1 20
19	3	8	15	15	12	or			

decoding anagrams: ysob, emga (boys, game); or math exercises: $2 + 7 = 10 - \square$.

As children apply themselves to the task, walk about observing and encouraging independent work. The task, and not the teacher, is the focal point. Children who complete work should know ahead of time what to do next.

The next step is to devise two similarly self-directed activities, with half the class doing one assignment, the

other half the second. Again the teacher moves among the children, encouraging and observing.

The third step would entail four separate tasks for four separate groups. The teacher does not use this time for skills or concept instruction since her aim is to get children used to working side by side on separate assignments, independent of the teacher.

This pattern may then be extended to a more individualized approach, as the teacher sets the tone for purposeful, self-directed activities.

(others work on assignment).

2. Select a small group of notably dependent children. Teach a skills game to the group; for example, a card game like casino.

Participate until rules and patterns are set.

Stay with group as each child has opportunity to be leader.

Praise every effort.

Move away briefly and return to the group.

Work with same group later in day and again the next day, and repeat until pattern is set.

Divide class so that each member of group can teach game to another group.

3. Plan a variety of five or six language arts or math activities. Plan for a daily hour of such activity, listing the activities and assigning the children.

As children grow in independence, allow free choice and movement within physical limits.

Don't try to "teach" or "tell" at this time, but do move from group to group to observe, advise, and judge the value of the activities.

If the child does not want to participate in a group game, be ready with individual tasks. At the end of the period evaluate with the children.

Pay heed to children's suggestions.

As children give evidence of independence, extend the period, using activities in one or more curriculum areas. Then when children develop a working pattern, withdraw individuals for conference, or small groups for concept development, or for testing.

4. Allow children to plan, for an hour's time. Tasks should be of their own choice in one or more curriculum areas. Teacher must insure that children know all possible choices with available materials.

As children develop skills in planning their own activity, begin providing time for conferring and "contracting" with individuals in an extension of the "free-choice" plan. Help the children understand the aims and goals by discussion and by planning together.

Summary:

The organization of young children's interests into time periods is often too rigid and stultifying. Therefore the task of the teacher is to:

- Know the children's needs and achievements.
- Structure the environment so that each curriculum area has problems for solving, material for exploration and manipulation.
- Arrange the furniture for social grouping and individualization of instruction.
- Arrange for choices of activity.
- Move around the room to observe, assist, evaluate, encourage, assign, coordinate.
- Develop routines for getting, using, and replacing materials and products.
- Recognize that all children need not be involved in the same activity at the same time.
- Bring together a small group for a necessary lesson.
- Use part of the day to plan with children for continuity.

"KEEPING TRACK" OF CHILDREN'S DEVELOPMENT

*" . . . evaluation . . .
provides evidence regarding the needs,
interests, and behavior of children, as well as
information regarding the effectiveness of
the program."*

John U. Michaelis

"KEEPING TRACK" OF CHILDREN'S DEVELOPMENT

Since many levels of achievement and competency will be reflected among the children in any class from pre-kindergarten on, the teacher will need records and concrete evidence of the needs and achievements of each child. One cannot depend upon memory or passing impressions when working with children.

To prevent being overwhelmed by record keeping the teacher must develop systems that will simplify the task of "keeping track" of children's progress. But whatever system is used, it should help the teacher determine:

- General goals for the class.
- Specific goals for individuals.
- Forms of evaluation in terms of these goals.
- Effectiveness of some techniques and activities.
- Further plans.

Here are some sample systems:

- The teacher may rexograph a list of the children in her class. Columns may be rexographed on the sheet, or added as each sheet is used. The headings on the columns may be filled in



Concept Development with Small Group

according to need, and therefore will change periodically. If the headings are very specific, the profile sheet may be used as a checklist. If the headings are more general, the teacher may add individual comments.

These profile charts indicate the needs, levels of achievement, interests and progress of the children, as well as any other elements of information the teacher may find useful. They serve as a basis for plans.

Class Profile

Reading (or Mathematics)

Name	Formal Test	Informal Test	Observation	Date

Needs in specific areas

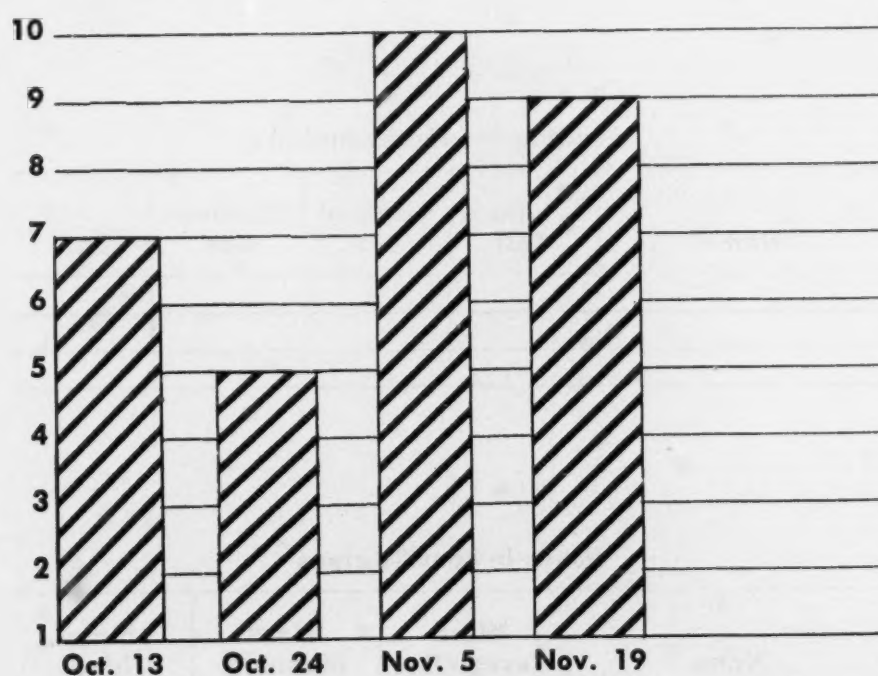
Name	Word Recognition	Word Meaning	Main Idea

- Another system may use index cards for each child. Entries indicate changes evidenced, evaluation, subject of conferences, plan for the child. These entries are specific and meaningful in conferences with the child, teacher, supervisor, and parent.
- Envelopes for each child that may contain significant samples of progress, plans, agreements, informal tests, etc.

- The child himself is the teacher's partner in keeping track of progress. He may keep a graph of his progress in spelling tests, mathematics or vocabulary tests:

Sample

Number correct



He may keep a record of work agreements made with the teacher:

Week of Dec. 12

MATH	DATE CHECKED	READING	DATE CHECKED	COMMENTS
Task Card #3	12/15	Skill pgs 24-27 etc	12/15	

He may keep records of his readings following a prescribed form, or, may create his own forms commensurate with his special ability.

He might be encouraged to keep a log of daily activities, as simple or sophisticated as his ability allows:

My Daily Log

Week of Nov. 16, 1970

Monday, Nov. 16. I read with Mrs. Jones from my origami book. I followed directions and made a boat.

Tuesday, Nov. 17. Today I helped Jose learn English. I learned that "en casa" means "at home" in Spanish.



METHODS FOR CONTINUING EVALUATION

"Our conscience and our commitment have to be our prods . . . not pressure, not tension, not competition . . . We could fix a classroom so that every child every day would say: "This is living—this—"

James L. Hymes, Jr.

METHODS FOR CONTINUING EVALUATION

Teaching and working with children is a most rewarding occupation. However, there are days when the teacher goes home upset and uneasy. "It's been a bad day," she says, and a sense of frustration comes over her. New teachers, especially, may occasionally ask themselves, "What's wrong with me?" Or, they may blame the children. "They're impossible. They don't want to learn." Placing blame, whether on one's self, or on the children, or on the parents, or on social conditions, helps neither teacher nor child to succeed. Teachers want to succeed, children can and want to learn. But it is important for the teacher, from time to time, to stop and think things through.

The teacher can assess the teaching program by noting:

- The changing quality of children's work.
- Progress charts of tasks done.
- Checklists on skills.
- Contributions by children to the class.
- The quality of reports and culminating activities.
- Attitudes of children.
- Attitudes of the parents.
- Teacher-made test results.
- Formal test results.
- Informal test results.
- Observation during discussion and small group games.

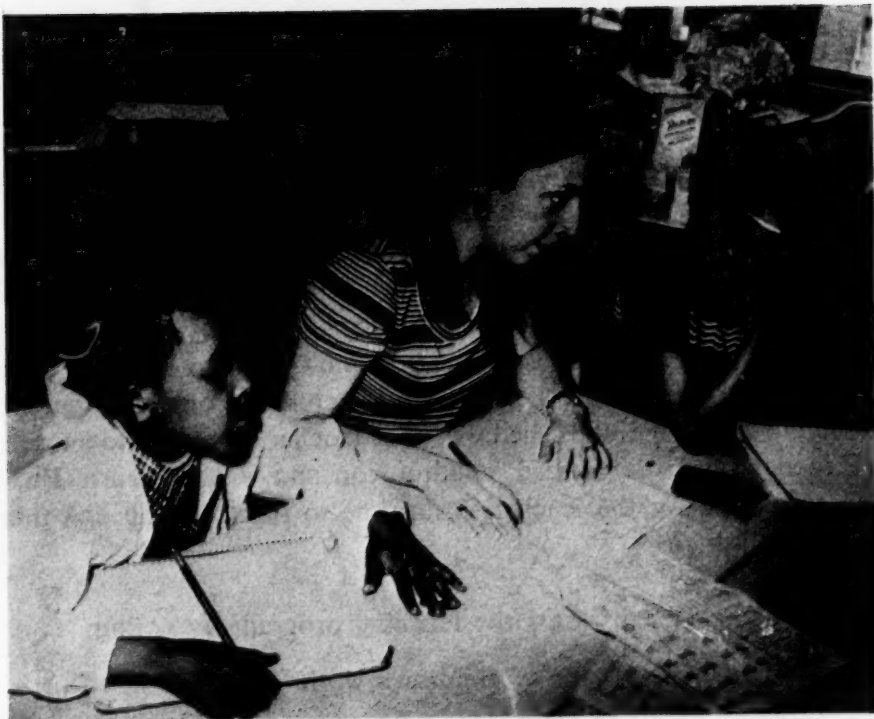
In preparing and assessing through the teacher-made tests, the teacher keeps in mind the specific goals of the tasks assigned to each child. If, for instance, you want to check on vocabulary development, try certain patterns of formal testing, such as:

Categorizing: Airplane, jet, helicopter, train.

Completion: Asparagus is a

True or False: Gasoline exhaust pollutes the air . . .

Multiple Choice: A bulldozer can build/plant/clear.



The advantages of periodic informal tests are that they:

- Indicate what needs reteaching.
- Indicate what needs reinforcement.
- Help with planning.
- Help you organize in terms of goals.
- Tell you not to make assumptions about learning.

Children need to prepare for formal tests (standardized achievement tests). Teachers may plan activities to familiarize the children with such techniques as putting an "X" on the correct picture, underlining appropriate words, or drawing a line between two phrases. Teachers may use the pattern of formal tests as a resource. The curriculum is not based on the tests. As a teacher sets goals based on achievements and needs, the teacher may use the skills in the formal tests as an organizational tool—for diagnosis, teaching, assessing. Assistant principals may develop samples for their grades and keep a file of materials so that teachers may share ideas. The sheets may be made for all curriculum areas and include vocabulary and comprehension. They may be made up by O.T.P.'s when appropriate.

Although the More Effective Schools is academically oriented and recognizes testing as only one form of evaluation, the process and the paths taken to achieve goals are of primary concern. The path is the natural growth pattern of children, their needs to do, to touch, to internalize, to relate to what *is*. Teaching for testing is not our process. Children achieve when effective teaching and learning has taken place.

Assess through conferences with children. Every child needs a time when he is alone with the teacher; a time when the two of them can talk about what work needs to be done and agree on a plan of action; when they can discuss what work has been done and evaluate it. This time should be planned on a regular basis.

With the very young, the conference time should be short, and the goals short-term. The goals may have to do with the child's responsibility at clean-up time, with how he plans to decorate his Mother's Day card, what materials he must bring to school from home to complete his wooden car, the choice of a book to borrow, plans for a booklet about himself. The evaluative portion of the conference may be a short discussion of the book he has borrowed or an examination of his "me" booklet to find his name, and address, or a talk about what colors he has used.

In other grades, evaluation may be part of the individual conference, at which time the child's goals for the next week are agreed on—more work on reading skills or some special project.

Whatever the form of evaluation, the child is intimately involved in making his plans for future learnings, so that his own evaluation, as well as the teacher's is a factor in determining his goals.

The last half hour of the day may well be devoted on occasion to bringing the class together for a "town hall" meeting. At this time they may discuss the most satisfying moments of the day, the most distressing elements, plans for any changes for tomorrow, suggestions for improving the school day.

DISCIPLINE IN THE CLASSROOM

"—discipline is not a matter of control of the class; it is a matter of directing inevitable human energies into productive meaningful channels."

Montessori

DISCIPLINE IN THE CLASSROOM

One of the greatest concerns of teachers, when changes in class grouping are taking place, is the possible effect change may have on the behavior of the class or of an individual child. A "good" class milieu as envisioned by many, is characterized by the solemn presence of quiet, absorbed, obedient children, in a room marked by little movement or none at all. While we know from observations, experience, and research that fruitful learning rarely takes place in a disorderly atmosphere fraught with uncertainty, and lacking in goals, and purposeful learning materials, we also know that children develop their own inner controls as they have opportunity to exercise them. A classroom that seeks to make children independent will have structure, order and purpose—and yet may well be humming with activity. Learning can take place in a classroom of children heterogeneously grouped, in a program involving individual, small group work, and providing freedom of movement.

Meaningful work is the best form of discipline. Therefore:

- Release the children from mass instruction as much as possible.
- Teach essential skills to small groups. A child may learn more in five minutes of personal attention than he will in an hour of group instruction.



- It is illogical to think that all children need the same instruction, at the same time.
- Not all tasks should be teacher-directed.
- Allow children choices in a structured environment.
- Have faith that children want to learn.
- While children need challenge, with elements of trial and error, frustration should be kept to a minimum.
- Children with the greatest incidence of failure are the most deeply in need of many small successes.
- Assume that, if the child can't perform, it is not because he is dull; it is because the task assigned to him is inappropriate.

Make Sure the Child Understands and Can Do His Task:

- Instructions should be simple and direct. Some children can take but one direction at a time. For them, provide one small task at a time.
- Provide references and help: from yourself, another adult, a partner, charts, answer sheets.
- The child must feel you consider his efforts meaningful. So, look and listen!
- Allow children the freedom to ask questions.

Children Should Participate in Setting Up Rules for Group Behavior:

- Set up rules as needed. Keep rules to a minimum. Thus children learn that the rules are established to make life easier and not to punish.
- Rotate monitorial jobs and positions of group leadership. Such assignments are not a reward for the child who is "good". These positions are used to train children for responsibility. The children will surprise you. Children will rise to the occasion.
- Take children into your confidence when a new plan is to be worked out.

Working Conditions Show Awareness of What is Natural for Children:

- Don't expect or demand absolute silence when children work. It's unrealistic, repressive. Noise level can be controlled. Set an example by modulating your own voice first.
- Deal with the act "this is a good thing to do"—or—"not a good thing".
- Provide for movement that won't interfere with others.

COMMUNICATION WITH
PARENTS AND
COMMUNITY

COMMUNICATION WITH PARENTS AND COMMUNITY

*"Separate not yourself from the
community" . . .*

Hillel

COMMUNICATION WITH PARENTS AND COMMUNITY

The teacher is no longer in an isolated classroom. Each one is involved with other adults, other teachers, educational assistants and aides. This involvement must be extended to parents and community.

How to involve parents reassuringly is an important task. Too often the teacher feels threatened; feels parents are spying; that they are unduly critical; resents time spent to explain or instruct; feels inadequate as a beginner.

On the other hand parents come in with their fears: they are not wanted; they don't understand school jargon; they are "whipped" with the list of a child's inadequacies; they lack confidence that the establishment cares.

To circumvent these destructive feelings it is necessary to establish rapport with as many parents as possible, preferably on an individual basis. Greet them on the street, in the school. Invite the parent to spend a coffee break with you. Don't wait for open-school week, that is too much like formal company time—high polish and no warmth.

We hear the term "relevancy" very often these days. We must give heed to it. It is futile and self-defeating to think of the school as an entity apart from home and community. School is an extension of home and community. School experiences are relevant to other experiences in daily life. Materials and curriculum are effective only as they relate to the life style and experience of the child. To really know the child we must know the community, the street he walks on, the store he shops in, the playground he goes to, the social agencies that affect him, the social demands made upon him, traditions he must relate to, the construction and demolition that he sees.

One resource for the teacher is the child himself, as he expresses himself, in art, discussion, dramatization, story-telling, in conference with the teacher, in setting goals for himself.

Another resource is the parent. Opportunities for communication present themselves when parents accompany children to school and call for them after school. Invite the parent into the classroom.

Make special efforts to invite parents individually when children are no longer escorted.

A third resource is the para-professional. In working together with the para-professional during planning sessions, in preparing bulletin boards and interest centers together, new insights are developed by both teacher and aide.

Another resource for knowing the community is the Community Coordinator. Help the Community Coordinator organize walks to discover the strengths that are in every community. Learn from him what gives unnecessary offense to groups in the community; what are the despairs of the community, the joys, the expectations, the resources.

Still another source of knowledge about the community is the supervisory staff which has contact with policy-making bodies in the community. Colleagues, too, including mental health teams, can be helpful. Attendance at Community School Board meeting and Parent-Teacher Association meetings can provide valuable insights.



Parents Learn About School Curriculum

Orientation sessions should be planned to develop trust and common purpose, and to define roles. Workshops are ways of working together, the child always in focus.

Meaningful relationships cannot evolve when either parent or teacher is put on the defensive. Negative expressions, judgmental in tone, serve no educational purpose. Avoid such characterizations as "undisciplined", "uncooperative", "aggressive", "sick", "emotionally disturbed". A teacher can help make a discussion constructive by listening more and "telling" less. Clues to a child's needs will thus be revealed, and parent and teacher can approach a shared problem together. Any discussion between parent and teacher should end with a plan for furthering the child's welfare.

Parents are welcome to visit the classes. However, it is unreasonable to expect the teacher to engage in conversation which disrupts the continuity of activity and instruction.

Parent volunteers are sought to participate in our classrooms. Under the direction of the teacher they can give invaluable help in many ways, such as:

- Listening to children read.
- Helping to prepare materials.
- Sharing an experience, a skill, a talent.
- Spending time with a reluctant child.
- Playing a game with a small group.
- Giving comfort to a Non-English speaking child.

The teacher will profit well from maintaining an open-door classroom. This is only one aspect of communication with parents. The teacher who gives parents an explanation of goals, procedures, and evaluations will gain support and respect for her efforts.

The school organizes parent workshops for the purpose of explaining the deformatized laboratory learning in which the children are engaged. Parents soon recognize that individualization opens new channels of achievement for their children.

Workshops with parents can clarify the structures, functions and roles unique to More Effective Schools: heterogeneous grouping, cluster groups, curriculum specialists, community teams and mental health teams.

Workshops with parents can clarify their ideas about child

development and behavior. The mental health teams in each school can provide invaluable service to that end.

Workshops with parents can be devoted to the activities and procedures that are being used to draw the minds of the children toward the established goals. Workshops are what their name implies, not lectures or show-and-tell sessions. All of us learn better when we experiment with and use the materials at hand. Valid for us all is the old Chinese proverb:

I hear, and I forget
I see, and I remember
I do, and I understand

Here are some guidelines for planning workshops:

- Consult with community coordinator and the Parent Association Committee.
- Develop a long-range plan for the school year.
- Allow for flexibility.
- Use the classroom when dealing with curriculum.
- Teachers, with the assistant principal and other personnel as resources, plan and conduct workshops.
- Include parents in the planning and implementing of workshops: for example, leading a group in an activity or game.
- Give parents the opportunity to interact with materials.
- Simulate the activities of the children during a general activity period or a curriculum-based activity hour.
- Provide time for questions and discussion.
- Summarize with a little booklet.
- Provide refreshment without too much fuss.
- Take attendance. Follow-up with letter or note.
- Make use of the camera. Use forms of publicity available to you.

With all, the parent is less preoccupied with his own enlightenment than with the progress of his own child. Therefore, there needs to be tangible evidence of each pupil's growth. An individual notebook with progress charts and recordings by child and teacher, contracts made and fulfilled, teacher-made and formal test results, an envelope of sample activities—all can be reviewed and evaluated with parents. The individual conference can be extremely meaningful.



The question is asked, "How can we get the parents to visit the school?"

A child can be made "the host" on a special day. A special note on pretty paper can go to the parents as a personal invitation to visit at a designated time. Plan with the child how he will function as host, what he will do, what he will show, what he will serve.

Other ways of communication with parents are class newspapers; children's monthly report to parents; class booklets written by children themselves with pictures and contributions by all the children, etc.

The teacher, eager to help develop favorable attitudes on the part of parents, should:

- Know the program.
- Accept criticism as directed toward the process, not to the person.
- Communicate judgments to parents, without using fancy pedagogical terms.
- Explain by example the what, the how and the why.
- Involve the parents by meeting frequently with them for open discussion of the process.
- Involve parents in tasks wherever possible.

In Summary:

- Parents and teachers are a natural team.
- Meet parents informally and individually at the beginning of the school year.
- Informal notes reflecting school successes have a positive effect.
- Parent-teacher meetings should be on a positive note with provision for follow-through.
- Concentrate on an area where there is most hope for improvement and mutual cooperation.
- Be honest and constructive.—Remember, you are the professional.
- Put yourself in the parent's shoes.
- Meeting with parents should not be the occasion for voicing complaints but for constructive planning.
- Don't use the report card form for filing complaints against children.
- Keep your door open to parents. Let them help you.

SUMMARY: TEN BASIC TENETS FOR THE HETEROGENEOUS CLASSROOM

*"The child learns for the same reason that
birds fly. You do not need to force learning
upon the child . . ."*

Edward Zigler

SUMMARY: TEN BASIC TENETS FOR THE HETEROGENEOUS CLASSROOM

1. Understand and Accept Heterogeneous Grouping.

- Determine the basis used for heterogeneous grouping in the school.
- Check distribution according to age, sex, ethnic contribution, achievement, special interests, abilities.
- Discuss this range with the MES team.
- Plan to make the strengths available in a heterogeneous group an asset in your class.
- Decrease the number of whole-class lessons.
- Increase teaching learning situations for individuals and small groups.

2. Know the Growth Needs of Each Child Relative to the Educational and Social Demands of His Age Level and of His Community.

- Spend time "discovering" the community.
- Use the community as a teaching resource.
- Have conference with child.
- Discuss needs with the teaching team, supervisory personnel, mental health team.
- Meet with parents.
- Use many techniques to gain insight into child's needs: observation, listening, informal and formal testing.

3. Develop Techniques and Use Resources to Free and Motivate Children to Work on Their Own.

- Plan with children.
- Balance teacher-directed tasks with opportunity to make choices.
- Encourage children to help each other.
- Group flexibly for special needs.
- Instruct children in the use of audio-visual equipment.

- Help children develop systems for use and care of materials and books.
- Give children opportunities to share and to account for activity.
- Use all available personnel, including parents, as resource for child.
- Make sure children understand assigned task.

4. Develop a Sequence of Content in Each Curriculum Area and Make It Relevant to the Child and His Community.

- Refer to Board of Education manuals and study guides.
- Outline the orderly progression of concepts.
- Plan to cue child in on his level of understanding.
- Plan to extend his reach.
- Seek to relate concepts to children's daily lives, making use of life-style materials and games.
- Use pupils' abilities to strengthen areas of weakness . . . for example, recording an activity in math or social studies, strengthens language arts skills.
- See reading as an outgrowth of listening, speaking, reading pictures.
- Do not give up if one strategy fails but vary the strategies.
- Know that reading may be learned in various ways: by individualized reading, a linguistics program, a basal reading program, Ashton-Warner Organic Reading, language experience program, audio-visual program, kinesthetic program.

5. Know a Series of Problem Solving Activities and Experiences in which Children May Participate to Develop Skill in Each of the Developmental Stages of a Curriculum Area.

- Take cues from children's difficulties.
- Take cues from children's contributions and games.
- Use books and workbooks as resources for problem-solving activities.
- Use commercial programs where feasible.
- Examine all toys and games to determine implications for concepts.
- Imitate colleagues' ideas creatively.

6. Plan a Class Environment Which Respects the Child as an Individual.

- Place material within reach of children.
- Consider physical needs, such as differently sized chairs.
- Stock learning centers with self-directed activities.
- Give child a cubby, box, or assigned area for personal possessions.
- Rearrange room for "aloneness", partnership, small groups, large group, as need arises.
- Display children's work.
- Encourage children to create their own displays.
- Keep teacher's desk away from center of activity.
- Allow for physical movement of children.
- See that children develop responsibility by participating in the care of the room.

7. Provide Sufficient Materials to Meet Wide Range of Individual Needs. Arrange These Materials so That Children Are Encouraged to Use Them.

- Pre-determine material necessary to carry out tasks.
- Plan with school personnel and children to provide necessary materials.
- Place material in appropriate learning centers.
- Allow flow between centers, as from math to science to reading.
- Plan for substitution if high-priced materials and equipment are not available.
- Create own materials.
- Allow children to create materials.
- Provide variety of materials. For example, in math center: self-directed programmed materials, bead frames, slide rule, workbooks, squared materials, cuisinaire rods, etc.
- Create systems and schedules for use of materials.
- Create check-off systems.

8. Plan Definite Steps to Develop Each Curriculum Area.

- Become knowledgeable regarding books and materials available.

- Become knowledgeable regarding human resources in the school.
- Become aware of community resources.
- Vary teaching-learning strategies: viewing, listening, questioning, searching, planning, role-playing, reporting, recording, drills, etc.
- Keep the child, rather than the content, always in focus.
- Schedule times for use of centers and materials.

9. Arrange for Regular Conferences for a Sharing of Experiences With All Adults in the Learning Situation.

- Meet with cluster team to confer, plan, exchange ideas.
- Meet with supervisors for guidance and for assistance.
- Meet with supportive personnel: mental health team, music, art, health education, bilingual teachers, community coordinators, custodial helpers.
- Plan for articulation with all other grade levels.
- Meet with school aides and administrative assistants in recognition that lunchrooms and playgrounds offer learning situations.
- Meet with parents informally for exchange of ideas about child.
- Invite parents to meet with child and teacher.

10. Plan for Regular Evaluation Procedures by Children, Teachers and Parents.

- Learn to evaluate own teaching strategies.
- Learn to deflect criticism from self to strategy used.
- Help children set up criteria for self-evaluation.
- Have regular conferences with children.
- Have children set up new goals as result of evaluation.
- Plan for both informal and formal tests.
- Keep class profiles and individual profiles.
- Help child keep logs and records.
- Apprise parents of goals for the child.
- Listen to parents.

CONCLUDING STATEMENT

While careful thought has been given to the preparation of this manual, it should be considered merely as a guide indicating the direction the MES program should take, rather than as an exhaustive or definitive text. We hope this manual will stimulate further thought and creativity among staff members and others so that we may further develop the MES program to meet the educational needs of all children. Educational improvement is an open ended process, and we must all try to move this process forward.

We do, however, consider as most valuable your efforts to obtain school and classroom integration through heterogeneity. Our public schools must reflect the larger community, consisting, as it does, of diverse ethnic, racial, religious, social, and economic groups. Such integration is valuable for all the children and for the community. If this goal in particular is sought with enthusiasm, energy and commitment, education will take a giant step forward in our schools.

We recognize the difficulties and problems facing us but, despite them, ways can and must be found to make our public schools move, in a *de facto* sense, as well as in *de jure* sense, towards full integration.

THE MANUAL COMMITTEE

May 1971

APPENDIX

Parents Look at More Effective Schools

(Prepared by Parents' Committee)

Parents Have Certain Basic Expectations of "Schools":

I. CONCERNING THEIR CHILD

Expectations of Any School:	Expectations Higher in M.E.S. Because Of:
1. His Academic Development: Achievement Comprehension Basic knowledge Basic skills Analysis, and direction of abilities Preparation for and transition to higher levels Activities related to abilities Materials related to needs	1. Higher percentage of adults to pupils 2. Individualized instruction 3. Heterogeneous grouping 4. Team teaching 5. In-service teacher training and growth 6. Supportive personnel 7. Extra materials, books, equipment 8. Innovative approaches to curriculum, methods and testing 9. Closer contact between home and school
2. His Emotional and Social Development Good self-image Satisfaction in the learning process Satisfaction in relations with others Skills in social interaction Elimination of fears and anxieties Development of responsibility and self reliance	1. Smaller classes and individualized attention 2. Guidance team 3. Community team 4. Junior guidance classes 5. Liaison with mental health and social agencies 6. Closer home-school contact

Expectations of Any School:

Expectations Higher in M.E.S. Because Of:

3. His Cultural Values and Growth

Good self-image
 Understanding and respect for contributions of all people
 Relevance of school content to community and society in which child lives
 Abilities to express oneself non-verbally and creatively
 Encouragement of individuality of thought and response
 Enrichment of life through development of sensitivity to, appreciation of an involvement in the arts
 Encouragement of any special talents
 Skills for responsible participation in democratic society

1. Unique knowledge of Community Team
2. O.T.P.'s (as Art, Music, Drama, Audio-Visual Specialists, etc.)
3. Team approach by all school personnel and flexibility of schedules
4. Innovative approaches
5. Special materials (as "Urban Kit," musical instruments, art media, etc.)
6. Involvement with, and of, community resources
7. Closer home-school contact

4. His Physical Well-Being

Safety
 Health
 Development of physical coordination
 Development of skills through relevance of activities to abilities
 Exercise and physical fitness
 Analysis of abilities
 Encouragement of any special abilities

1. Health team
2. Para-professionals (especially family workers, family assistants and school workers or aides)
3. Team approach by all personnel
4. School's liaison with city and community health and recreation services
5. Closer home-school contact

II. CONCERNING THEMSELVES, THEIR FAMILY, THEIR COMMUNITY

Expectations of ANY School	These Expectations CAN Be Realized in More Effective Schools Through:
1. Understanding of School Programs and Goals	1. Grade level meetings 2. Workshops 3. Individual parent interviews and conferences with school personnel 4. "Open" school and "open" classrooms 5. School tours 6. "Informative" notices sent home 7. Closer home-school contact
2. Involvement in School Programs and Goals	1. Consultative role of parent to school in its planning and evaluation of programs, and its selection of personnel and materials 2. Assistance with school programs (as trips, lunchroom, recreation, safety, and as special resource people) 3. Active participation in Tripartite City-Wide MES Advisory Council (supervisor, teacher, and parent representative from each MES) 4. Establishment of such Tripartite Advisory Council in each MES 5. Closer home-school contact
3. Orientation of Parents and Family to Community	1. Community Team's and Mental Health Team's knowledge of community facilities and city agencies 2. Bilingual translation in flyers and meetings

Expectations of ANY School

These Expectations CAN Be Realized in More Effective Schools Through:

4. Orientation of School to Community

3. Guidance and aid to parents with home problems which affect child's learning
4. Closer home-school contact

1. School's responsiveness to community's values, needs and goals
2. Incorporation of community people in school's program — as paraprofessionals or consultants
3. Visits by school personnel to homes and different facilities of community
4. Exchange of phone numbers between teachers and parents
5. Liaison of school to organization in community
6. Closer home-school contact

5. Development of Parent-to-Parent Relationships

1. Parent room
2. Class mothers
3. Active, viable Parent Associations: activities to support all above recommendations, & to
 - a. provide relaxed center for parents to get acquainted with each other and other adults of school
 - b. Develop, encourage and display parent talents and knowledge
 - c. Enable sharing of parent problems, grievances and satisfactions

UNIQUE FUNCTIONS OF PARENTS ASSOCIATIONS IN M.E.S.

(Prepared by Parents' Committee)

M.E.S. is an educational program in New York City which has officially established operative machinery for interchange of ideas and concerns among the 3 levels of adults involved in the schools—supervisors, teachers, parents. This machinery has already demonstrated impressively an increased sensitivity of its members to the viewpoints and problems of others, as well as a strengthened ability to plan actions and resolve problems as a team. To continue and expand the effectiveness of this machinery, it is incumbent on each More Effective School to emphasize active representation and involvement in:

A. City-Wide M.E.S. Parent Association

1. Meets once monthly.
2. Holds workshops.
3. Presents resource speakers.
4. Co-sponsors annual M.E.S. conference for parents and school personnel.
5. Helps maintain, evaluate and improve M.E.S. programs.
6. Provides opportunity to discuss individual Parent Association problems and practical alternatives.
7. Secures information and resources not ordinarily available to individual Parent Associations.
8. Participates monthly in Board of Education Parent Federation meetings, as well as other relevant hearings.
9. Links forces with various political and community friends of M.E.S.
10. Promotes more effective parent participation in M.E.S. Advisory Council Meetings.

B. City-Wide M.E.S. Advisory Council

1. Meets once monthly.
2. Each M.E.S. is represented officially and equally, by its principal, one teacher (United Federation of Teachers chapter chairman) and one parent. (Community coordinators participate as resource consultants.)
3. Promotes open, responsible dialogue among these 3 levels as well as between one M.E.S. and another.
4. Fosters ongoing joint procedures for self-evaluation of M.E.S., and its cooperative efforts to strengthen overall implementation.
5. Deals with city-wide situations, emanating from central Board of Education, government agencies, or community groups, as they pertain to M.E.S.

C. Advisory Council in Each M.E.S.

1. Meets regularly with scheduling determined by each school.
2. Has as participants: school principal, teacher representatives; parent representatives; and any other school personnel selected as each school decides.
3. Promotes better communication between adults of M.E.S. and an atmosphere of mutual trust and respect.
4. Provides machinery for joint planning and evaluation, and for cooperative efforts for school improvements.

A Program for Learning About the Community

During the summer workshops, a series of sessions planned and conducted by Community Teams, helped all workshop participants become more perceptive about community needs and resources. The sessions were:

- SESSION I: COMMUNITY PROFILE FIELD TRIPS
- SESSION II: FEEDBACK ON FIELD TRIPS
- SESSION III: SEMINAR WITH PARENTS
- SESSION IV: FILM: e.g., "IN THE COMPANY OF MEN"
- SESSION V: BILINGUAL TEACHERS' PRESENTATION
- SESSION VI: COMMUNITY AGENCY VISITS
- SESSION VII: FEEDBACK ON VISITS TO AGENCY
- SESSION VIII: ROLE PLAYING ON EDUCATIONAL THEMES
- SESSION IX: COMMUNITY PROFILE, CULMINATION
- SESSION X: EVALUATION

SAMPLE CONTRIBUTIONS TO THE PROGRAM

Prepared by Bilingual Teachers in School and Community Relations

Suggested Activities for Developing the Understanding of Puerto Rican Culture

1. Neighborhood trips
 - a. The Spanish-American grocery store
 - b. Movie houses with Spanish movies
 - c. Civic Associations
2. Public libraries—Spanish books

3. Places and institutions
 - a. Instituto de Cultura Puertorriquena
 - b. Commonwealth of Puerto Rico
 - c. ASPIRA Agency
 - d. Puerto Rican Banks
 1. Banco de Ponce
 2. Banco Popular
 - e. Puerto Rican Family Institute
 - f. Consulates
 - g. Ateneo Puertorriqueno
4. Assembly programs
 - a. Dances and songs of Puerto Rico
 - b. Discovery day—November 19th
5. Community parties (dishes prepared by parents and shared)
6. Newsletters from Parents' Association, Spanish club, or individual classes
7. Guest speakers
 - a. Community leaders
 - b. Local city agencies

Goals of the Program (activity)

1. To improve self image.
2. To promote pride in the history and culture.
3. To raise the sights and stimulate academic motivation.
4. To help the child adjust to a complex-multi-lingual urban community.
5. To help "other" pupils understand and appreciate the contribution of minority groups' history and culture.
6. To involve the community, parents, teachers and supervisors.

Common Words & Phrases Used By the Spanish Speaking Children

Buenos días	Good morning
Buenas tardes	Good afternoon
sientate	sit down
callate	"shut up"
¿Voy afuera?	May I go to the toilet?
¿Voy a baño	May I go to the bathroom?
Mira	look
me está molestando	is bothering me
yo	I or me
maestra	teacher
lápiz	pencil
pluma	pen
piso	floor
ventana	window
puerta	door
pizarra	blackboard
tiza	chalk
libro	book
libreta	notebook
carro	car, automobile
guagua	bus
papel	paper
escritorio	desk
vestido	dress
almuerzo	lunch
desayuno	breakfast
me voy	I'm leaving
escribe	write
lee	read
repite	repeat
ponte de pie	stand up
que hora es?	What time is it?
bañar	to take a shower or bath
salon	room
estudiantes	students
varon	male
hembras	female
almanaque	almanac or calendar
calendario	calendar
reloj	clock—watch
contestacion	answer
pregunta	question
comedor	lunchroom
sucio	dirty
lávate la cara	wash your face
lávate las manos	wash your hands
camisa	shirt
pantalon	pants or trousers
cierra la puerta	close the door
cierra la ventana	close the window
recoge los papeles	pick up the papers
no te copies, por favor	do not copy, please

**BOARD OF EDUCATION
MORE EFFECTIVE SCHOOLS PROGRAM
131 Livingston Street
Brooklyn, New York 11201**

Hortense P. Jones Director

November 1970

ASSESSING THE CLASSROOM PROGRAM

THE CHILDREN	CHECK	COMMENT
Are involved with activity or task:		
alone		
with partner		
in a group		
with teacher		
Understand their tasks		
Are being challenged by their tasks		
Understand their responsibilities		
Demonstrate ability to communicate with each other		
Give assistance to each other		
Respond to adults in relaxed manner		
Are able to maintain a working-sound level		

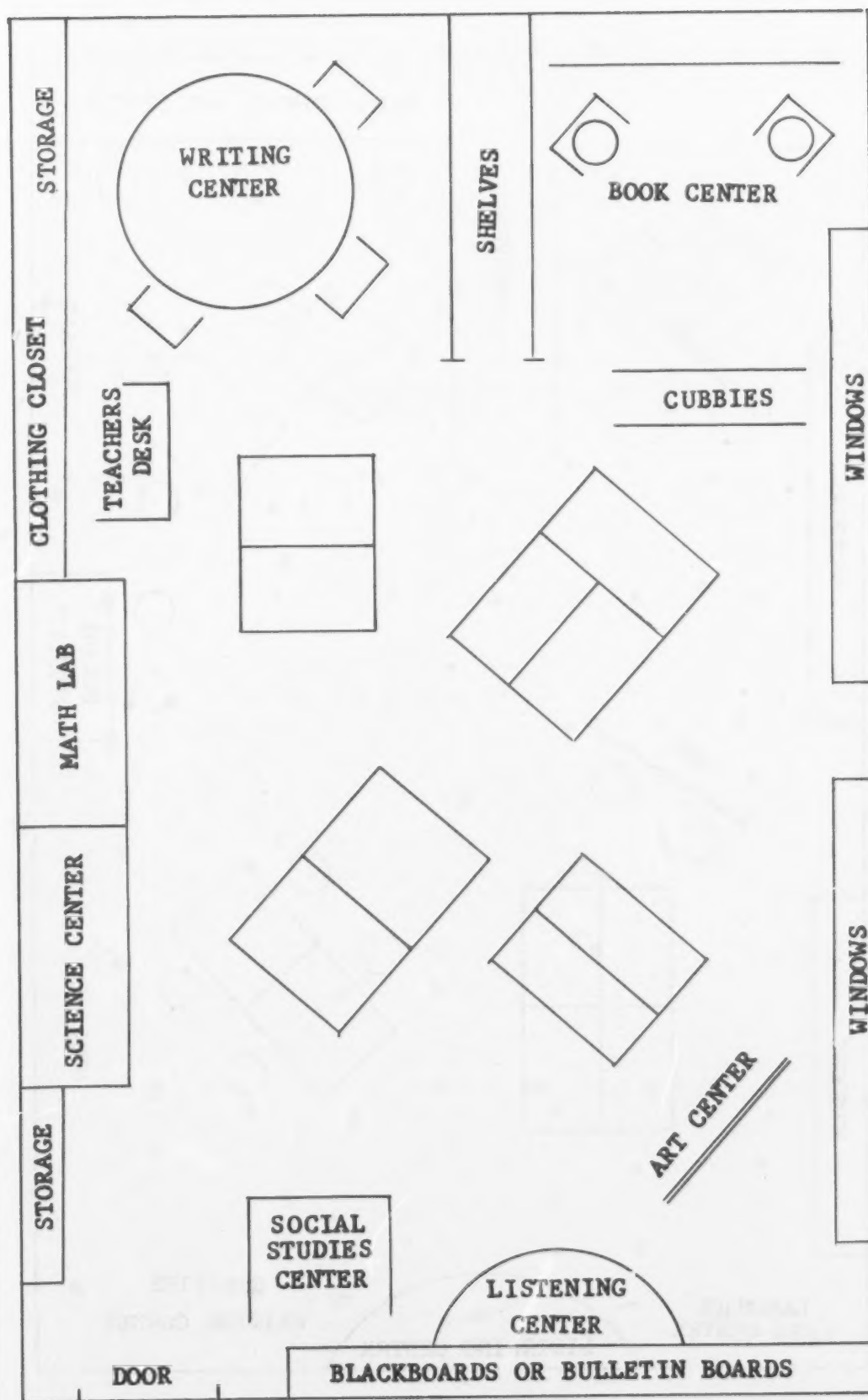
ASSESSING THE CLASSROOM PROGRAM

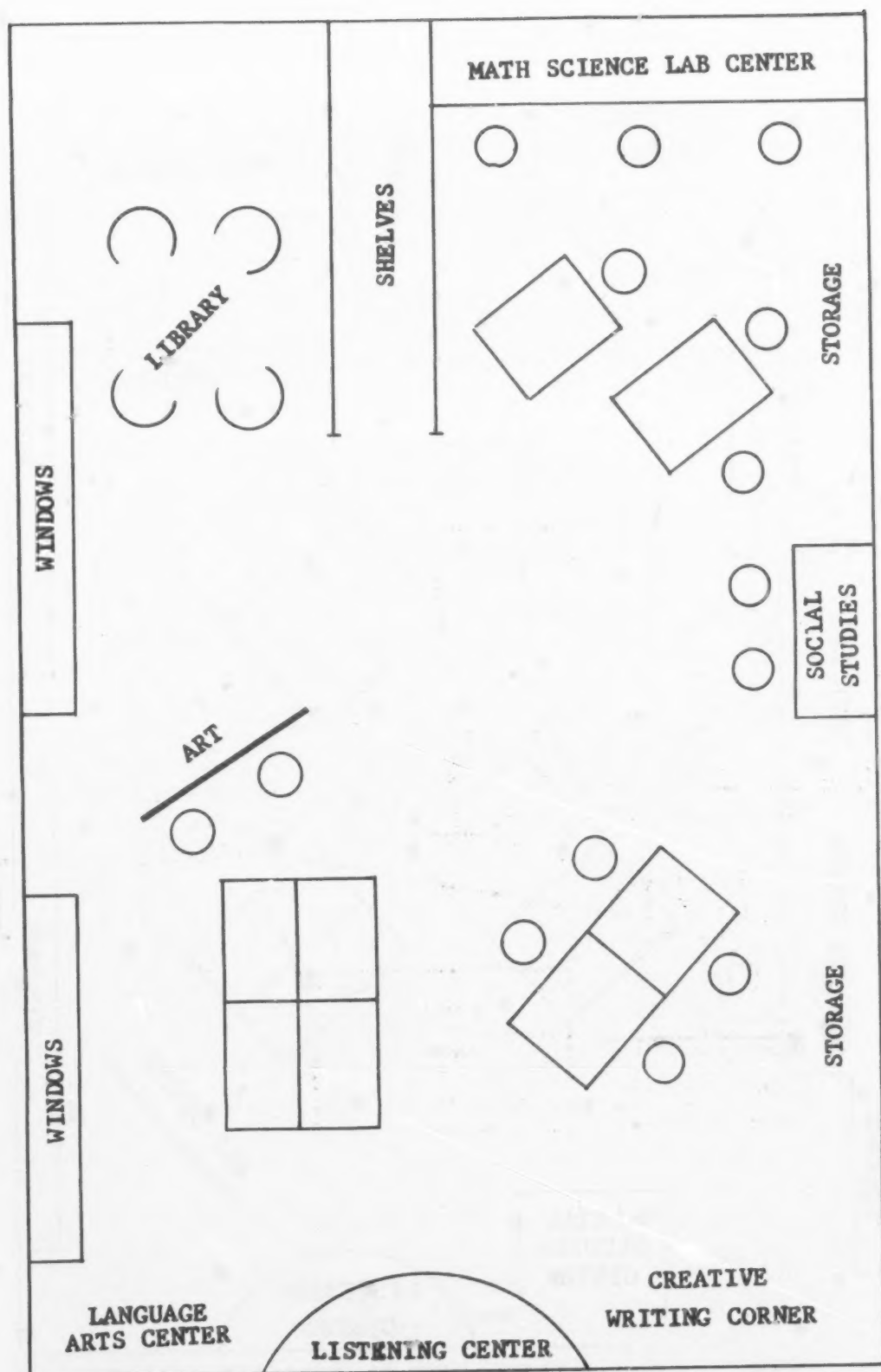
THE TEACHER		
Delegates responsibility to children		
Is available to children		
Is actively engaged with children		
Is precise in giving instruction		
Recognizes needs of the more dependent children		
Seeks to develop independence		
Is aware of all activity in room		
Has a system of "keeping track" of pupil growth		
Has the hum and sound of pupil activity under control		

THE ROOM	CHECK	COMMENT
Learning centers delineated		
Furniture in clusters, or areas		
Traffic and safety considered		
Supplies and equipment accessible to children		
Storage facilities provided for children's materials		
Children's activities reflected on bulletin board esthetically		
Responsibility for care of room shared		
Routines apparent		

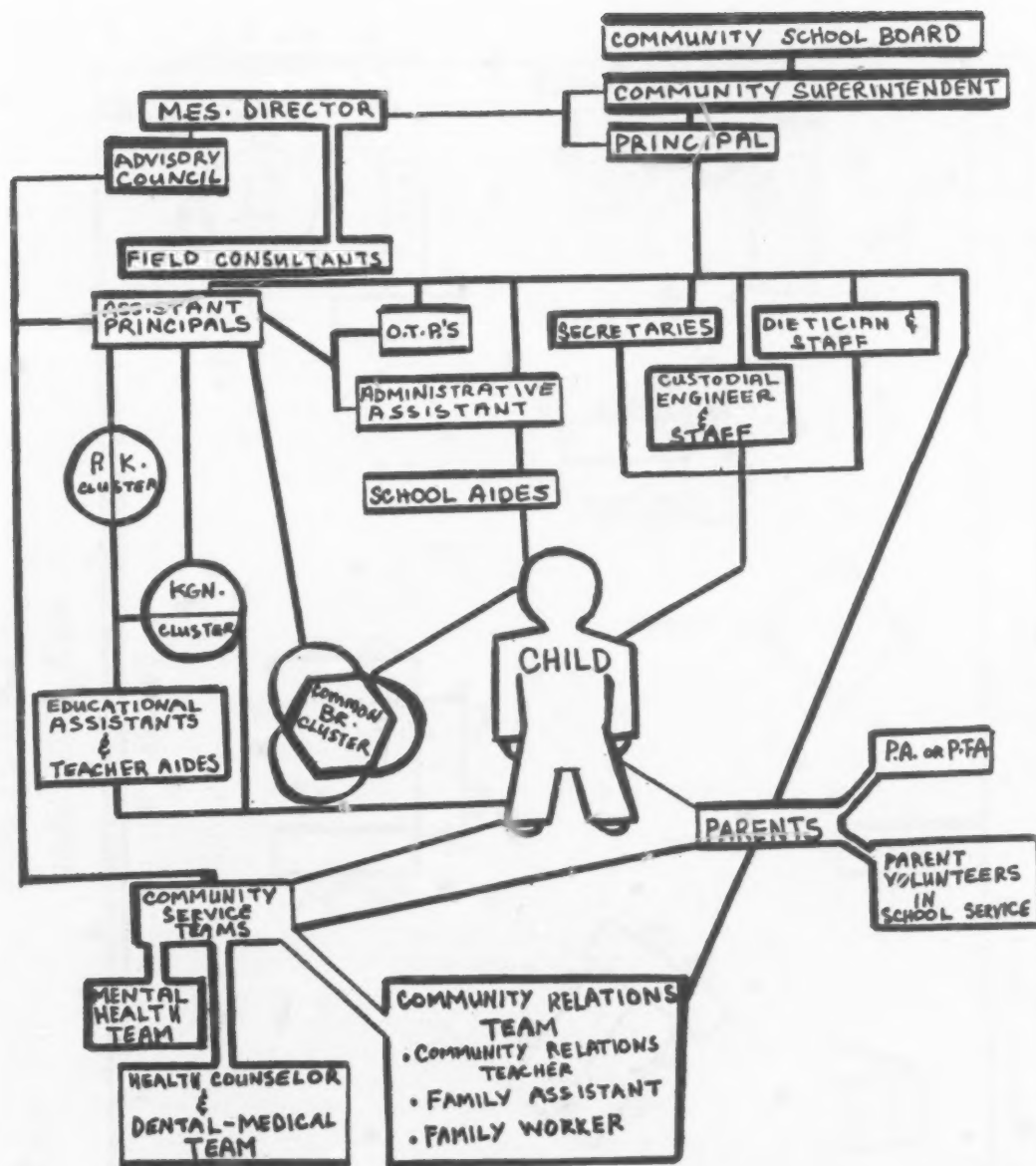
ASSESSING THE CLASSROOM PROGRAM

MATERIALS	CHECK	COMMENT
Reflect a wide range of ability		
Reflect the life-style of the community		
Evidence multi-media and multi-sensory approaches		
Commercial, complemented with teacher-made and child-made materials		
Present challenge		
Used for reinforcement		
Reflect in-put of O.T.P.'s		
Extend horizons in the arts		
THE PROGRAM	CHECK	COMMENT
Includes activities on sequential levels		
Provides first-hand experiences		
Provides variety of strategies		
Utilizes a multi-media approach		
Provides large blocks of time to work on problems or projects		
Provides for communication among children		
Involves parents and community		
Includes on-going evaluation		

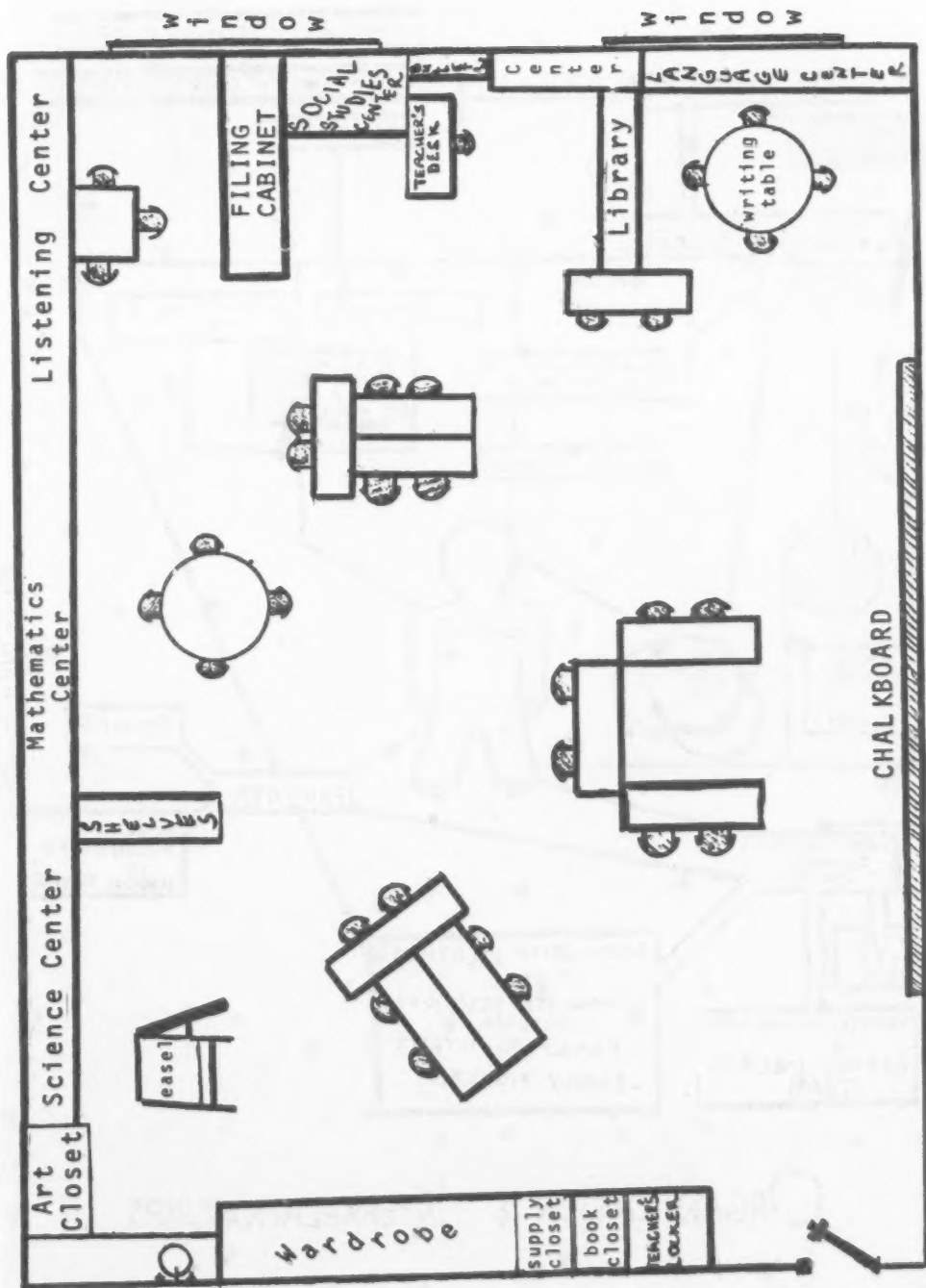




Suggested Room Arrangement

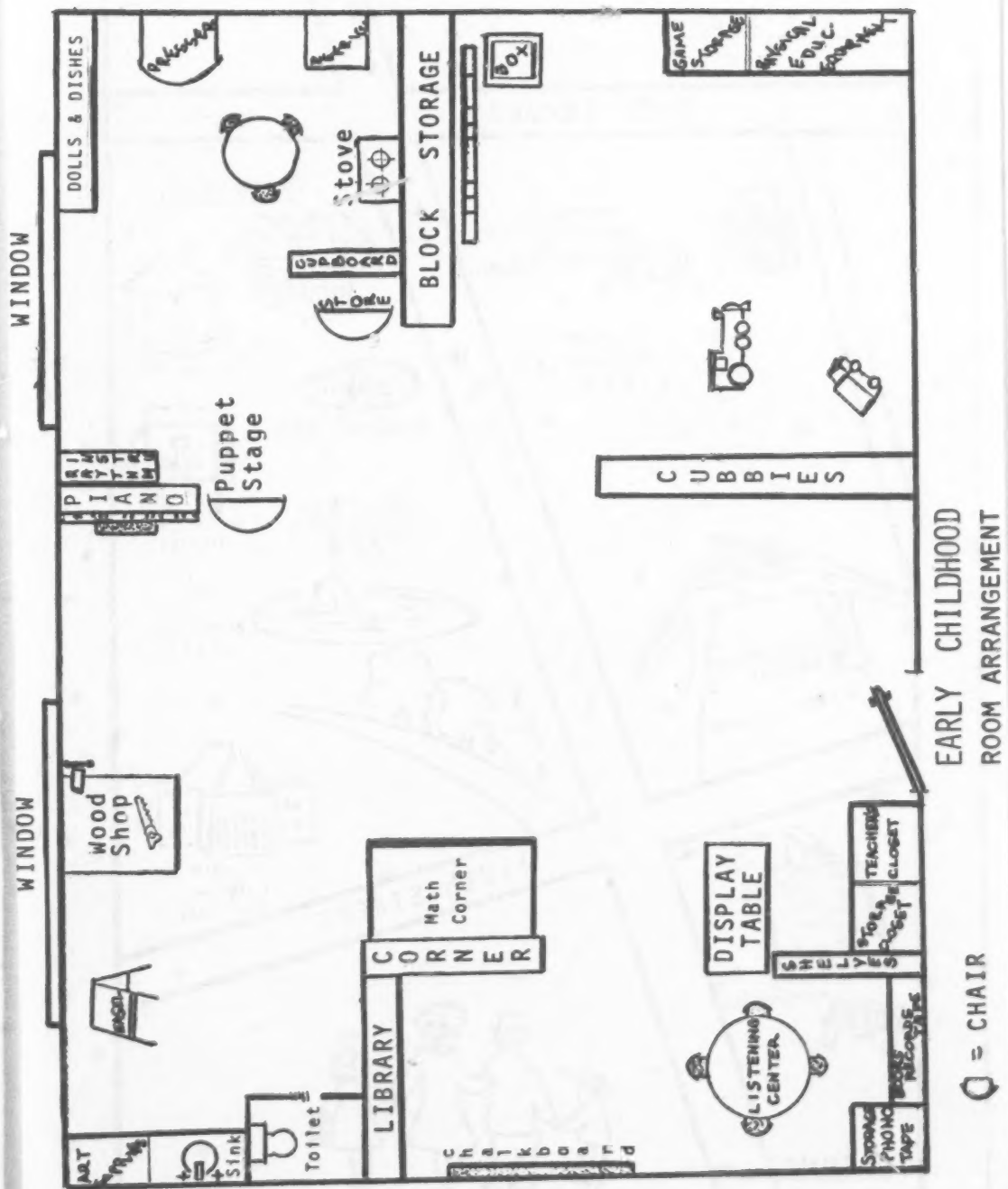


ORGANIZATION & INTERRELATIONSHIPS

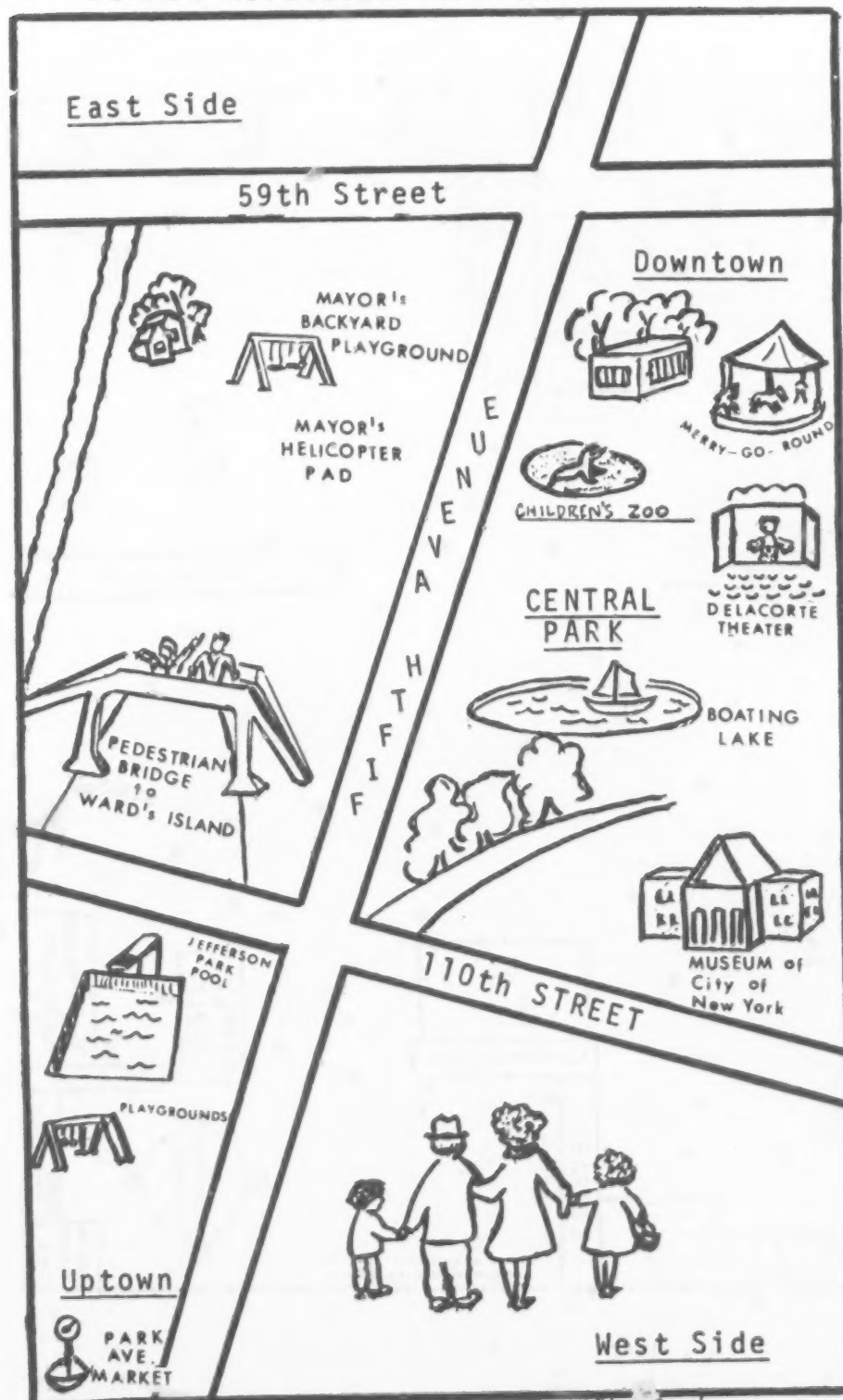


chair

UPPER GRADE ROOM
ROOM ARRANGEMENT



Sample pages from booklets that communicate
with parents
SUMMER ACTIVITIES AND TRIPS



ALL AROUND THE TOWN

Booklet by: Teachers
Miss M. Meisner & Mrs. L. Goldberg
Guidance Counselor:
Miss L. Rothenberg

WHAT YOUR CHILD WILL DO IN SCHOOL

1. He will learn to talk and listen in a group.
2. He will listen to stories and look at books to prepare him for reading.



3. He will learn to paint.
4. He will discover sizes and shapes and increase his vocabulary when building with blocks.



5. He will learn order by cleaning up and putting things back in the right place.

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